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TEACHERS' EDITION

FIRST LESSONS IN READING

BASED ON
THE PHONIC-WORD METHOD

BY
ELIZABETH H. FUNDENBERG



NEW YORK ··· CINCINNATI ··· CHICAGO
AMERICAN BOOK COMPANY.

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FUND. 1ST LESS. READ.

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FIRST LESSONS IN READING.

INTRODUCTION.

THE teacher who follows Nature's methods must be right. In no part of his work is this more apparent than in the very beginnings of instruction.

The child commences to learn oral language by pronouncing words in imitation of others. He should also commence to learn printed and written language by imitation.

The true starting point for the teaching of reading is the thought; then comes its sign.

Language deals with thought, and neither letters nor sounds are elements of thought, but merely elements of words.

The first teaching should connect the words already known to the ear with their written or printed forms, the letters and the sounds they represent being left to a future step.

Believing this to be the logical order in training beginners in the art of reading, the Sentence or Word Method has been adopted as the basis of this work; and when the child has become familiar with the printed and written forms of a considerable number of the words which are in his oral vocabulary, he gradually passes to the Phonic-Word Method, so that he may acquire the power to pronounce new word-forms without the aid of the teacher.

The Word Method calls out only one faculty—memory. By the Phonic-Word Method the learner is required to observe, to compare, to analyze, and to construct words.

If the Word Method only is used, the child is deprived of the power to pronounce new word-forms, and is continually dependent upon his teacher for aid.

By the use of the Phonic Method only, too much importance is given to the characters which compose the word, and the child consequently hesitates, stammers, and loses the thought expressed by the sentence.

Hence the necessity for a judicious combination of these methods, that thought may be developed in the pupil, and machine teaching avoided.

For the reading lessons of this book, words have not been sought simply because they contained certain sounds; but the author, recognizing the fact that *sense* and not *sound* is the main thing desired, has used such words as are in the child's known or needed vocabulary.

Since the sounds of the letters, as well as the sounds of the words, are taught by imitation, it is necessary that the teacher shall have the ability to give correctly every sound presented.

The teacher should not be limited to the words found in the lesson, and should not hesitate to teach any word needed in the construction of a script reading lesson, provided the meaning of the word is within the child's comprehension.

The proper place to develop a word is in its natural position in a sentence; here the child will most readily learn its form and use. Hence the new words used in Part II. will not be registered at the top of the lessons, but will be seen for the first time in a sentence.

The sounds of the letters found at the top of each lesson of Part I. are to be taught independently of the words used in the lessons, and as far

as possible have been arranged in pairs, so that the children as well as the teacher may learn which sounds formed by the same position of the vocal organs use *breath* and which use *voice*.

The words found at the end of each lesson in Part II. are for the use of the teacher in illustrating the sounds taught, in script sentences to be placed on the board.

All words not taught in Part I. must be developed phonetically by the *child*; but, should he recognize a new word at sight, let him pronounce it at once, without analyzing it into its elementary sounds.

In teaching each lesson, constant reference should be made to the pictures. Let the children talk about the pictures without restraint. Question them, to lead them to exercise their imagination. Ask what they specially like about the picture, etc.

Allow the children a few moments in which to get the thought expressed in the sentence, before asking them to express the thought orally. Ever keep in mind that reading does not mean the calling of words, but the obtaining of thought.

A short review daily is indispensable. The child must become familiar with the forms of the words;

he will learn to read as he does to talk—by seeing, hearing, and doing. Insist upon individual work, and under no circumstances allow any concert exercises.

Two spaces on the board must be reserved—one termed the Sound Board, for registering all sounds as taught, and the other termed the Word Board, for registering the words as taught in Part I. Teach the lessons first in script and then in print.

In the Teachers' Edition will be found a complete manual wherein each lesson is developed, together with outlines for slate and board work; also full instructions on phonetics, rules for pronunciation, spelling, etc.

ELIZABETH H. FUNDENBERG.

PITTSBURG, PA., *February 1, 1894.*

h



h

a slate has

Willie

Has Willie a slate?

Willie has a slate.

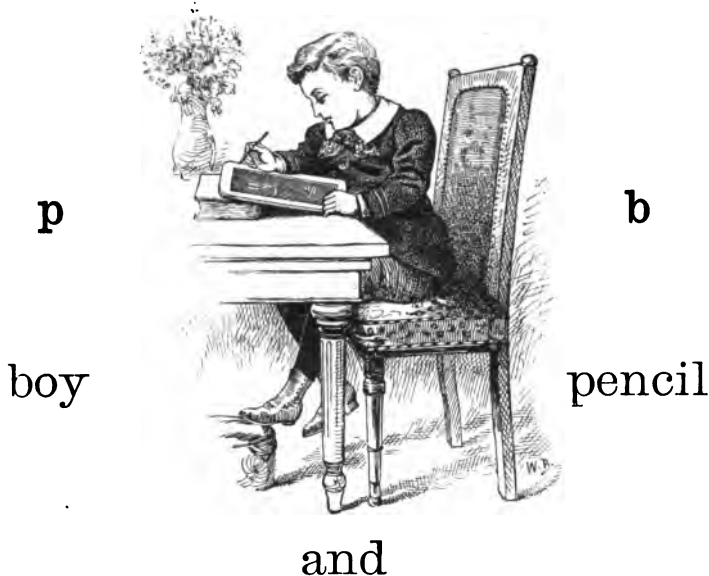


the girl book

Has the girl a slate?

The girl has a book.

Has Willie a book?



The boy has a slate and a pencil.

Has Willie a pencil?

Willie has a book, a slate, and a pencil.

Has the girl a book?



t can pretty see d
girls girl's

See the pretty book, Willie.
The girls can see the book.

The boy has a book and a
slate. Has the girl a pencil?

The boy can see the girl's
pencil and book.



l big little
 cat r

See! the big cat has a little cat. Willie can see the cats. Has the girl a cat?

The girl has a pretty little cat and a big cat.



You have a
big dog, little
boy. Have you a pretty cat?
I see you have books and a slate.

Have you a pencil? I have
a slate and a pencil. Have
you Willie's books and slate?

WORD REVIEW.

1. I can see Willie's dog.
2. Have you a dog, little girl?
3. I have a pretty little dog.
4. The boy has a slate, a book, and a pencil, Willie.
5. I can see you, little boy.
6. The cat can see you.
7. You can see the pretty cat, little boy.
8. Willie, have you a dog?
9. The little girl has the boy's books.
10. Can you see the big boy?



m is are my **n**

I see you, big dog. You
are a pretty dog. Are you
Willie's dog?

Willie is a little boy, and
you are a big dog.

I have a pretty little cat.
Can you see my cat, big dog?



in swing
saw seen
f v

See the little girl in my swing! Willie can swing the girls. Is Willie a big boy?

I have seen Willie swing the little girls. I saw my slate and books in the swing.

wh

w

Alice

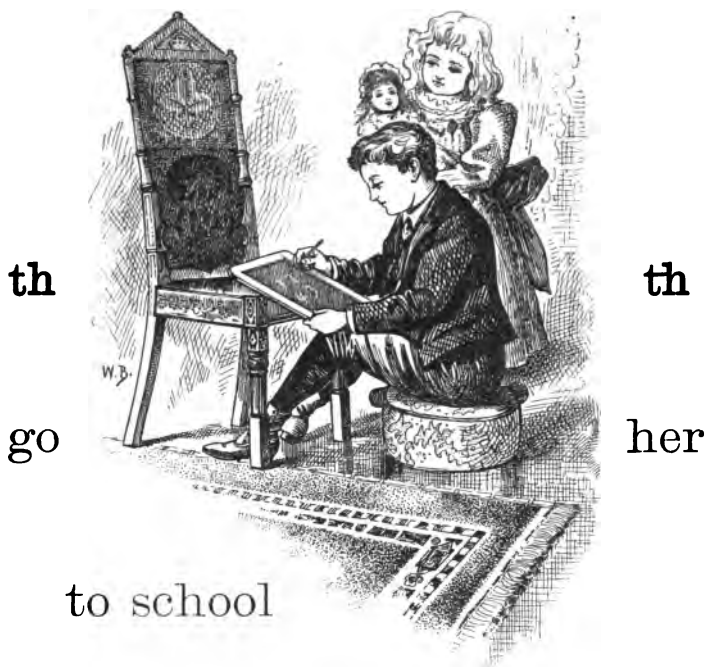
doll

very



You have a very pretty doll,
Alice. I see you and the doll.

Have you seen my doll?
My doll is little, and my dog
is big. Willie saw you and
the doll in my swing, Alice.



th

th

go

her

to school

The boy has a slate, and the girl has a doll. Is the girl's doll pretty? Her doll is very pretty.

I have seen her and the little boy go to school.



y do yes does no j

Do you go to school, Willie? Yes, I go to school.

Have you no slate and pencil? No; I have a very pretty book.

Have you seen little Alice? Yes, I saw her in the swing.

Does Alice go to school? Alice and I go to school.



ng

flowers
for mamma,
they
Oh papa

Oh, see my
pretty flowers,
papa! Yes, they
are for mamma.

Have you seen
her? Mamma has no flowers.

They are very pretty flow-
ers, my little girl.



x = ks

I see you, mamma. I have flowers for you. They are very pretty; and you are pretty, mamma.

Have you seen Alice? Papa has a flower for her.

I saw her in Willie's swing.

SOUND REVIEW.

h	as in the words	has,	her.
k	“ “	book,	kid.
g	“ “	go,	girl.
p	“ “	pretty,	pencil.
b	“ “	big,	boy.
t	“ “	to,	slate.
d	“ “	do,	dog.
l	“ “	little,	Alice.
r	“ “	her,	are.
s	“ “	see,	saw.
z	“ “	buzz,	zigzag.
m	“ “	my,	me.
n	“ “	no,	seen.
f	“ “	flowers,	for.
v	“ “	have,	very.
wh	“ “	when,	where.

W	as in the words	Willie,	we.
th	“ “	both,	thin.
th	“ “	the,	they.
y	“ “	yes,	you.
j	“ “	just,	jet.
ng	“ “	sing,	thing.

§ = Z	as in the words	has,	is.
x = ks	“ “	box,	next.
ε = k	“ “	can,	cat.

The girls and boys go to school, and they have books, slates, and pencils.

No, papa, the little girl does not go. O yes, I go to school.

WORD REVIEW.

1. Alice is a pretty little girl.
2. I saw her and Willie in the swing.
3. Have you seen her doll?
4. Yes, I saw the doll, mamma.
5. Willie has pretty flowers for you.
6. Can you see the flowers, papa?
7. Yes, they are very pretty, Alice.
8. The boy in the swing has my big dog and my little cat.
9. Does Willie go to school?
No.

10. The girls have books, slates, and pencils, and they go to school.

11. I see the little girl and her papa.

12. Have you seen the flowers?

13. Yes, I saw the flowers and the books.

14. Alice has no pencil.

15. Does the pretty little girl go to school?

16. I saw her go, mamma.

17. Have you seen Willie's big swing?

18. Yes, I saw Alice and the little girl in Willie's swing.



ā

ă

I am a very little girl. My name is Alice.

Mamma made my doll a hat and a very pretty fan. The fan and hat are little.

Have you seen my doll's hat and fan? They are very pretty.

cap

ran

Kate

cape

take

man

My doll's name is Alice.

Do you see my big hat?
You have little hats

My doll's fan and hat are
very little.

Have you seen mamma's
hat? Yes, and mamma has a
big fan.

I go to school; do you?
Yes, and I have a pretty book
and a big slate.



ō ing ō

Little frog, my big
dog can see you.

My dog has no bone,
and hates frogs. Go to Willie.

Willie does not hate you.
Willie is a big boy, and you
are a very pretty little frog.

Go, little frog, go! Are you going?

I am not going to Willie. My mamma is a big frog, and I can go home to her.

I am a very pretty frog, and I hate you, big dog! You are not pretty. Jane is a pretty little girl.

I am a fat frog, little girl. Take the big dog to Willie, Jane. I am going to hop to my home.

trot

stone

sing (s-ing)

got

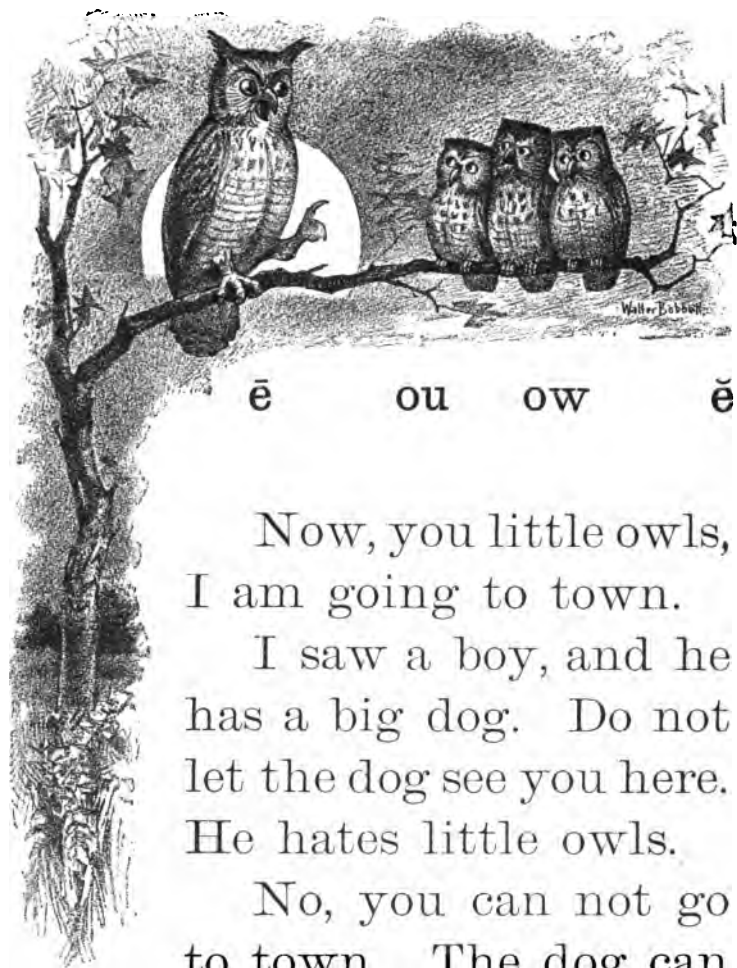
hole

bring (b-r-ing)

stop

stove

thing (th-ing)



ē ou ow ě

Now, you little owls,
I am going to town.

I saw a boy, and he
has a big dog. Do not
let the dog see you here.
He hates little owls.

No, you can not go
to town. The dog can
not see you now.

The boy can see you. He found our nest.

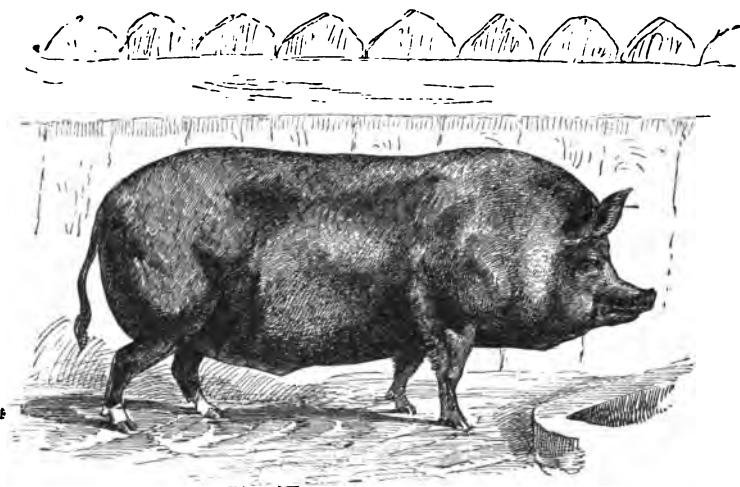
we	fed	out	down
me	Ned	ground	cow
them	get	trout	how

Alice, do you see the little owls? They are not going to town. The big owl saw a boy going to her nest.

No, Willie does not hate owls. He found the big owl's nest.

Oh, see the pretty little owls now! They are not in the nest.

I see you, little owls! How do you do?



ī

ī

My big pig is very fat,
Willie. The little pigs are
not fat.

Big pig, I do not like you.
You are not pretty, like my
little pigs.

Have you seen my little

pigs, Tom? No, I have not.
Are they in the pen? Yes. I
have six little pigs in the pen.

Does the big pig like the
little pigs? Yes.

Let me see the little pigs
in the pen.

fine
sit

ride
dig

bite
bit

The boy has a frog. He
does not like frogs.

I am going to let mamma
see the little pigs.

Can the little owls sing?
No, they can not.



ū

ũ

O Alice, I see a big bug!
Do you see it?

Yes, I see it. It goes,
“Buzz! buzz! I see you, lit-
tle girl.”

Let us run home to mamma.

Oh, no! do not go home
now. It is just a little June

bug. See! it is on that flower now.

Tom likes June bugs, but I do not. Let us run home now, Alice.

use

fun

cut

tune

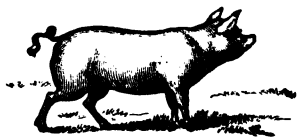
cute

jump

hunt

must

Little pig, run home. See! Tom has an apple for you. It is not a sour apple.



Now run, little pig, run. See how he runs for the apple.

stumble

bottle

nibble

rattle

**ch****sh**

Here we are in
a tub. The tub
is our ship, and
we are going to
catch fish.

O Nell, I see a big
fish now! Catch him! catch
him! Do not let him see you.

Oh, we have so much fun
in our ship!

chase

bunch

shell

dish

ck = k



O Alice, we shall
drown! No, no, Nell.
Here is a big rock.
Hold on to it.

Here we are, papa! We are
on the rock. We went out
in mamma's tub to catch fish,
and the tub struck a rock.

stick

Dick

picking

sick

SOUND REVIEW.

ā	as in	made,	hate,	name.
ă	“	fan,	Alice,	bat.
ē	“	he,	here,	we.
ě	“	let,	nest,	fed.
ī	“	like,	kite,	bite.
ĩ	“	is,	pig,	big.
ō	“	bone,	home,	stole.
õ	“	on,	not,	frog.
ū	“	use,	June,	cute.
ũ	“	us,	bug,	run.
ing	“	going,	sing,	ring.
ch	“	chop,	catch,	much.
sh	“	ship,	fish,	shell.
ou	“	our,	out,	found.
ow = ou,	as in	now,	how.	
ck = k	“	duck,	back.	

READING REVIEW.

I. The little pigs like apples, and so do the little owls.

II. Have you seen our big pig and her little pigs?

III. Here I am, Nell. Do you see me in mamma's tub?

IV. Can you catch the fat frog, little boy?

V. Alice is going to town, to see the pretty flowers.

VI. Papa does not see Alice and Nell on the rock.

VII. Do you like to catch fish, Willie? Yes, Jane, I like it very much.



qu = kw ai = ā

I am a squirrel. I found a nut. I have nuts in my nest for my little squirrels.

No, I have no nuts for such boys as you, for I have seen you catch little squirrels.

Do you see my tail? I am quite proud of it.

quick

quack

rain

chain



ẽr

ay = ā

O boys, I am so sad! A boy stole my little dog to-day. My sister saw him do it. Oh, he will drown my dog!

No, no, Willie, he shall not. Just stay here, and we will bring Rover to you.

gay
hay

playing
Friday

Sunday
way

under
were

 $ee = \bar{e}$ $\zeta = s$

You pretty little chickens! I am going to feed you now.

How do you do, old hen? You are very proud of your nice little chicks.

Will you let me have one

for little Grace? She is my sister, and she is going to feed you.

She likes big hens. The little chicks say, "Peep! peep!"

c	e	cent	mice	keep
	i	cider	seed	green
	y	cylinder	sheep	sleep

Here we go to slide on the ice! Hold on, Rover!

Oh, this is fine fun!





a

ēa = ē

Here I am, at the
seashore, girls.

Do you see all the
pretty shells I have?

They are for my mam-
ma. She is on the beach.

See how I let the shells fall
into my hat. Do you want one?

I found a big fish one day,
but I let little Tom have it.

We are going to stay at the seashore. Papa will be here on Friday, and then we shall have fun.

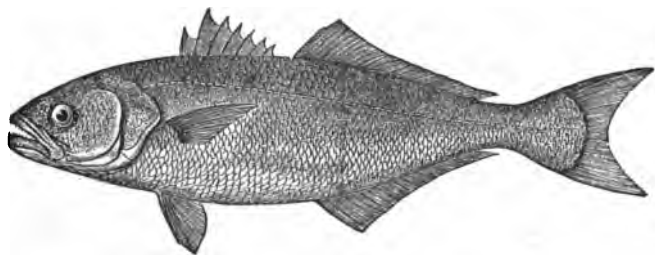
I hear mamma calling me, for it is going to rain.

small
tall

chalk
talking

read
teach

Yes, Nell, this big fish came out of the sea. Tom and I saw a man catch it to-day.



SOUND REVIEW.

qu = kw	as in	quick,	quack.
ai = ā	“	tail,	wait.
ēr	“	sister,	were.
ay = ā	“	stay,	day.
ee = ē	“	seed,	green.
ç = s	“	face,	cider.
ā	“	fall,	call.
ēa = ē	“	clear,	beach.
ch	“	child,	scratch.
sh	“	wish,	shine.
ck = k	“	struck,	lock.
ng	“	hanging,	wing.
ou	“	ground,	trout.
ow = ou	“	brown,	howl.
th	“	both,	thin.
th	“	that,	with.

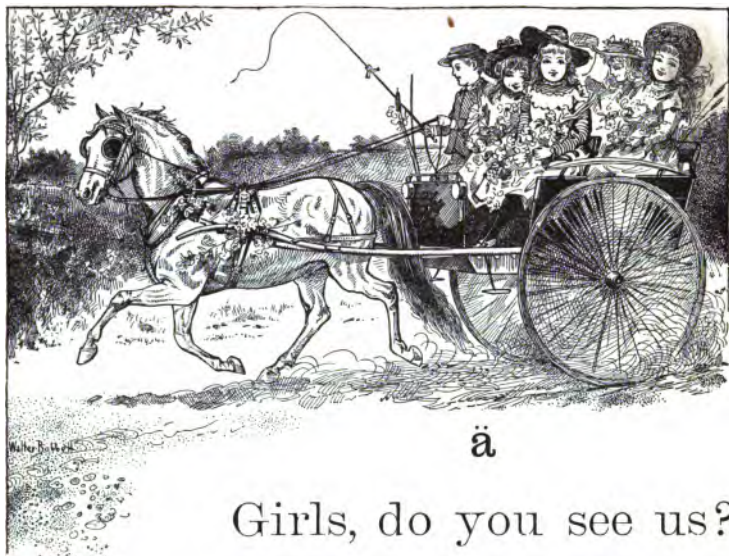
READING REVIEW.

I. Little chickens, do you want me to feed you now? You are very nice little chicks. Sister will not let you fall.

II. We went to the beach for shells, but we have no shells now. Mamma and I like the seashore.

III. See that squirrel! See how he holds that apple, Tom! He has quite a fine tail.

IV. Will that boy let me see the squirrels, papa? Yes, he has the little ones in a pen. I will feed the squirrels.



ä

Girls, do you see us?

We went to the farm
to get flowers, and now we
are going home.

See our nice cart! We have
apples and nuts in the cart.
Ned is driving us.

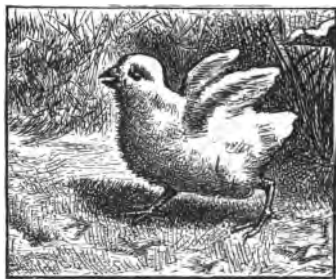
Oh, the pretty little calf
we saw at the farm!

Little girls, have you a flower for me? No; we got the flowers for Aunt Alice. She is not very well to-day.

ä	r	car	star
	unt	haunt	jaunt
	lm	palm	calm
	lv	halve	salve
	lf	calf	half
	th	wrath	father

Peep! peep! I see you, little white chick!

Run home to your mamma. That old dog will catch you.





oa = ō

Old frog, did that
boy hit you?

Yes, but we just hid in
the mud. He did not see our
brown and green coats.

That fat frog says she saw
him go home in a boat. He
is a bad boy.

We do not like boys, so we hide when we see one.

This spider is quite fat. Shall we eat it now?

goat

toad

coal

road

load

cloak

These fat frogs are talking. The one with the white vest says, "That boy in the boat will kill us, so let us be quick and jump into the mud."

O papa, did you see them jump? They did not eat that fat spider.

ōō
o = ōō



ōō
g = j

Who are you, little boy,
and have you no boots? I am
John; my boots are at home.

Are you the bad boy who
hit the frogs? Yes, and I
have just seen a large owl and
her two little ones in a nest.

The old owl said, “Whoo! whoo!” I said, “I will not tell you who I am, old owl.”

Big owl, do you want me to get your little ones out of the cage?

“Whoo! whoo! whoo!” said the old owl.

g { e rage
 i ginger
 y Gyp

move

lose

soon

moon





ōō ū = ōō y = i

Look at Tom trying to ride his bicycle!

He is not a very good rider, and he will not let the boys hold the bicycle for him.

Frank took Willie out to see Tom try to ride. Tom ran into a bush and fell off. Oh, the fun the boys had!

Do not cry, Tom. Bicycles will upset boys. Here, Tom, let me put you on.

Now, clear the track, or you will be run over!

O Tom, your hat is falling off! Do not get off your bicycle. I will get your hat for you. Put your foot down, Tom; you will fall.

woods
brook

pull
push

crying
style

hymn
syllable

My sister has a tricycle, and she can ride it very well.

Oh, no, she can not ride Tom's bicycle.



$$\hat{o} = a$$

These boys are playing marbles. They have been to school this morning, but school is out now.

The boy with the marble is George. He has no hat on, you see. Ned made the ring, and he will play next.

The boys like to play marbles, but when the school-bell rings they will go to school.

I hope Tom will not forget his books. I do not see George's books or slate; do you?

corner	nor	Howard	ringing
storm	cord	playground	summer

George's papa is going to get him a bicycle this morning.

Ned says he wants a cart, and a little goat or dog.

Tom says, "I have a bicycle at home, but I can not ride it very well."

 $\tilde{y} = \tilde{i}$

Harry has been to the farm on his pony, and now he is going home. The pony is very gentle. See his pretty tail!

Harry lets his sister ride in his cart. They have many nice rides. Mamma said: "Harry, do not put baby on

the pony. She and Alice must ride in the cart."

Have you any oats for your pony, little boy?

lazy

lady

candy

carry

Harry said, "Alice, will you take a ride in my cart?"

"No, I do not like that old goat," said Alice.





ô = ũ

Mrs. Brown's little girls have come to play house in the grove. The girl with the broom is Rose, and she is going to sweep.

May, who is the cook, is making tea in a cup. Her little sister is setting the table.

Do you see the plates? How many plates has she? She has three plates, but they need some cups for the tea. They do not seem to have any.

When Mr. Brown comes home, the little girls' mother will call them.

done son brother love Monday none

One day I went to Mr. Brown's farm. He let me look at his pretty chickens, and hold a little white one in my hand. The old hen did not like that, so I put it down.

oi



oy

Oh, do not make a noise!
Just look at baby Roy!

Baby, are you counting
your tiny toes? You can not
count. I will count them for
you, my boy. You have ten
little fat toes.

Did you spoil your toy,
baby?

oil annoy boil coin oyster

SOUND REVIEW.

	ä	as in	arm,	calf.
oa =	ō	“	boat,	road.
	ōō	“	broom,	soon.
o =	ōō	“	who,	do.
	ōō	“	look,	hood.
u =	ōō	“	put,	bush.
g =	j	“	large,	ginger.
y =	ī	“	cry,	try.
y =	ī	“	baby,	hymn.
ô =	ă	“	for	George.
ô =	ũ	“	done	son.
	oi	“	oil,	boil.
oy =	oi	“	toy,	Roy.

CONTRACTIONS.

I'm,	shortened form of I am.		
aren't,	“	“	are not.
don't,	“	“	do not.
haven't,	“	“	have not.
I'll,	“	“	I will.
you'll,	“	“	you will.

READING REVIEW.

I.

This morning we went to papa's farm for apples.

We saw many pigs, chickens, and goats, but not one pony.

Papa let Rose hold one of the little pigs. It went, "Wee, wee! wee, wee!"

Rose let it fall, and it ran off to the big pig.

II.

Ned, John says he saw two large owls in the grove.

Who is John? He is that

bad boy who hit the frogs, and then went home in a boat.

No, the frogs did not eat that spider.

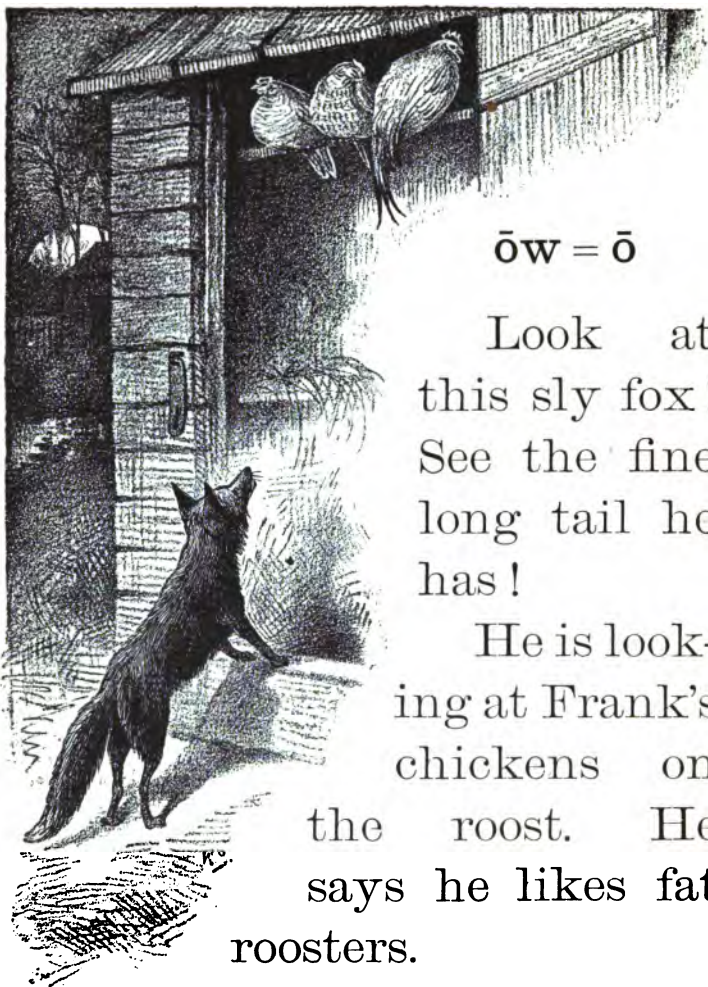
III.

George, do not put May on my pony. Mother said we must not put her on it; she is so little.

IV.

Look at baby Roy, Alice. He has no toy now.

You haven't been crying, have you, baby? Come, I'll take you to see Ned ride his bicycle. Don't you want to go?



ōw = ō

Look at
this sly fox!
See the fine
long tail he
has!

He is look-
ing at Frank's
chickens on
the roost. He
says he likes fat
roosters.

Frank has three

big fat chickens. See them sitting in a row.

The old fox will steal the very best chicken, and run off to the woods and eat it. I know Frank will not like that. The fox will hide in his den in the woods.

Frank! Frank! get your gun and come to the chicken coop, or that fox will have your rooster. Come, Frank, come! Quick, or you'll be too late!

show

low

growl

fowl

snow

grow

prowl

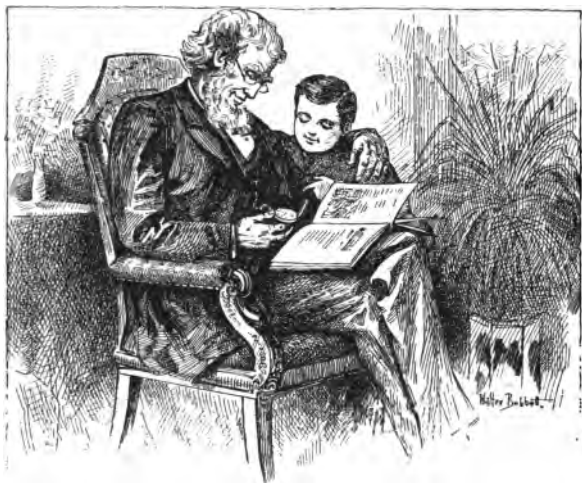
howl

blow

crow

allow

shower



ä = ö

“What time is it, grandpa?” asked Dick. “Can’t you tell time, my boy?” “No, grandpa, I can not,” said Dick.

Grandpa said it was past ten o’clock. He let Dick look at the watch while he showed him how to tell time.

Grandpa gave Dick a watch last Monday, and he was quite proud of it.

“Dick, you must not let your watch fall,” said grandpa.

But Dick broke the clasp the very next day. He said: “Oh, what shall I do? I’ll ask grandpa. He will know how to mend it.”

wan	a	ss	class
wash		sk	basket
watching		sp	clasp
wander		st	past
wasp		ff	staff
walnut		ft	raft
walrus		nt	pant
wand		nce	dance
waffle		th	path



n = ng

o = oo

THE CROW AND THE PITCHER.

One day a crow wanted a drink of water, but he could not find any.

At last he saw a pitcher with a little water in it, but he could not reach the water.

Then he tried to upset the pitcher, but he could not do that.

At last he said: "I must have a drink; so I'll drop stones into the pitcher, and they will make the water come up."

He did so, and when the water got to the top of the pitcher he drank all he wanted. Was he not a very wise old crow?

Who knows why the crow could not upset the pitcher? And why did the stones make the water come up?

bank think would should wolf



THE BELL RINGER.

At a farmhouse
a large bell was
rung to call the
family to dinner.

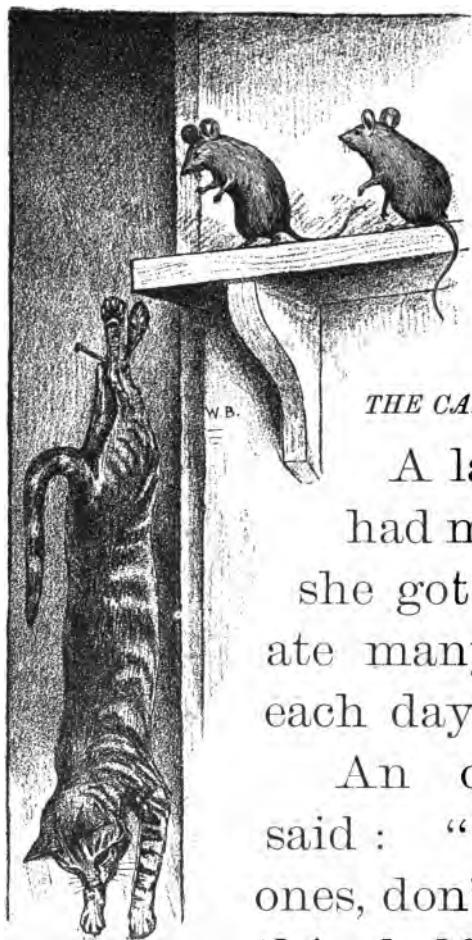
The big gray cat always
came when the bell rang, and
got her dinner too.

One day, when the bell rang, puss was not to be seen. She had been shut up in one of the rooms, and had to wait for some one to open the door for her.

When the door was opened, puss ran off to the bell and rang it.

The lady, hearing the bell ring, went to see who was ringing it, and found puss. She gave the poor, hungry bell ringer her dinner.

Puss knows what to do the next time she is hungry. She is a very wise cat.



aw = a

ěa = ě

THE CAT AND THE MICE.

A lady's house
had mice in it, so
she got a cat that
ate many of them
each day.

An old mouse
said : " My little
ones, don't go below
this shelf, for I have
seen a big cat catching mice."

A little mouse put up its head and said: "We'll stay up here all day." So all the mice stayed on the top shelf.

The cat waited a long time for the mice to come down. At last she hung by her hind legs on a nail, and made out she was dead.

A wise mouse peeped over the top shelf and said: "My dear Mrs. Cat, you may just stay on that nail. We would not trust you if your skin were stuffed with straw."

instead

bread

breakfast

meat

dawn

paw

shawl

cream

READING REVIEW.

I.

Ned couldn't find his rooster. Grandpa said, "I'll go with you to look for it." But they could not find it. "Ned, you must nail up that coop to-day," said grandpa.

II.

"Come, Frank, let us go to dinner. Don't you hear the bell ringing? Aren't you hungry?"

"Yes, I want some chicken."

III.

That old cat couldn't catch the mice in Mrs. Brown's house.

They would not come off the top shelf, and she could not reach it.

IV.

Puss! puss! did you ring the bell? Come here, if you want your dinner; it is in this pitcher. Now sit still, and I will feed my hungry pussy.

V.

Who saw the big black crow in the woods? What did he do when he wanted some water?

He tried to upset the pitcher, and when he couldn't do that he put stones into it.

à as in last, pass.

ä as in barn, dart.

EQUIVALENT SOUNDS.

ai, ay	=	ä, as in rain,	may,	day.
aw, ô	=	a, " raw,	born,	storm.
ee, êa	=	ê, " see,	eat,	ears.
ëa	=	ë, " bread,	dead,	head.
ÿ	=	î, " try,	cry,	cypress.
ÿ	=	ï, " cylinder,	baby,	system.
oa, ôw	=	ô, " boat,	row,	show.
o	=	oo, " prove,	do,	move.
u, o	=	ö, " pull,	could,	wolf.
a	=	ö, " wasp,	what,	was.
oy	=	oi, " toy,	boy,	oyster.
ow	=	ou, " brown,	town,	down.
ô	=	ü, " done,	wonder,	son.
ġ	=	j, " gentle,	gem,	page.
e, ck	=	k, " cat,	rock,	clock.
x	=	ks, " box	ax,	next.
qu	=	kw, " queen,	quite,	quarrel.
ŋ	=	ng, " bank,	think,	sink.
ç	=	s, " ice,	dance,	rice.
z	=	z, " is,	has,	dogs.

A a

J j

R r

B b

K k

S s

C c

L l

T t

D d

M m

U u

E e

N n

V v

F f

O o

W w

G g

P p

X x

H h

Q q

Y y

I i

Z z

.	,	;	:	?
period	comma	semicolon	colon	interrogation
	!	“ ”	-	
	exclamation	quotation	hyphen	

DIACRITICAL MARKS.

—	˘	ˆ	¸	~
macron	breve	circumflex	cedilla	tilde
—	⊥		·	
bar	suspended bar		dot	

FIGURES.

1	2	3	4	5	6
I	II	III	IV	V	VI
	7	8	9	10	
VII	VIII	IX	X		

FIRST LESSONS IN READING

SUPPLEMENT TO TEACHERS' EDITION

CHARACTERS REPRESENTING THE ELEMENTARY
SOUNDS OF THE ENGLISH LANGUAGE.

a . . . ā ă ä ą á â	s . . . s
b . . . b	t . . . t
d . . . d	u . . . ū ũ
e . . . ē ě ě	v . . . v
f . . . f	w . . . w
g . . . g	y . . . y
h . . . h	z . . . z
i . . . ī ĭ	oo . . . ōō ǒǒ
j . . . j	ou . . . ou
k . . . k	oi . . . oi
l . . . l	ch . . . ch
m . . . m	sh . . . sh
n . . . n	th . . . th th
o . . . ō ǒ	wh . . . hw
p . . . p	zh . . . zh
r . . . r	ng . . . ng

EQUIVALENT SOUNDS.

In addition to those given on page 78, the following equivalent sounds frequently occur :

eā, ey, eigh = **ā**, as in steak, they, eight.

âi, ê, êi = **â**, “ hair, there, their.

iē, ĭ = **ē**, “ field, yield, police.

īr, ŷr, ûr = **ēr**, “ sir, myrtle, burn.

igh = **ī**, “ high, light, might.

ōo = **ō**, “ floor, door.

ew, ů = **ōō**, “ screw, drew, rude.

ew = **ū**, “ dew, hewn, few.

gh, ph = **f**, “ cough, Ralph, Phebe.

x = **gz**, “ exact, exist, exhaust.

d, dg = **j**, “ soldier, edge, bridge.

eh = **k**, “ echo, chord, chorus.

ñ = **ny**, “ cañon.

çh = **sh**, “ chaise, machine.

x = **z**, “ Ximina, Xenophon, Xerxes.

PART I.

Do not make the teaching of any lesson a question of time. Never mind whether the class has reached page 20 or page 40. The chief thing is, are the little ones thinking? Give them time to think—to do thorough, thoughtful work.

Give special attention to slow pupils; the brighter ones will follow your instructions without any trouble. Make the lessons so interesting and attractive that the children will willingly give their attention.

The instructions here given regarding the making of the sounds are for the *teacher*; the children learn from imitation only.

LESSON I. h.

To make the sound of *h*, open the lips, separate the teeth, and expel the *breath*. To learn the sound of *h*, say *has*, and observe the first sound uttered. The first impulse of the voice in pronouncing a word will give the true sound of the letter with which the word begins.

Write **h** on the board, utter the sound, and have a child imitate you.

This sound (*h*) which is merely a breath, will be easily learned, but the teacher must be careful that *no voice* is allowed to escape in producing the sound.

After the sound of *h* has been taught, place the letter **h** on the Sound Board, spoken of in the Preface, which should be carefully read.

READING.—During the first days of school, the little folks are very much interested in that which they hold in their hands, in that of which they are the sole owners; namely, *a slate*. Call a child up in front of the class, and, with his slate in his hand, have him tell all he can about the slate. Should he be unable to make a start, help him by asking him what he has in his hand, and he will say “a slate.” To encourage him, ask questions concerning the slate, that you are sure he can answer. Encourage the very weakest attempt at expression. Teach him to observe and describe accurately, but do not foreordain what he shall say. After the child feels that the very simplest thing he says about the object is appreciated, and after he becomes accustomed to hearing his voice in the schoolroom, he will not lack for words to express his observations. Do not correct his grammatical errors at this early stage, as it will only intimidate him, and crush any further thought he may have concerning the object.

Talk not only *to* the children about the object, but *with* them. Let the children ask the child holding the slate questions concerning the slate. The teacher must go down to the child, and not expect him to come up to her plane of thinking—she must be willing to be led by, and to be taught by, the child.

An object lesson on the slate will come in well at this period. Tell the children where slate is obtained, its qualities, uses, etc.

After all have had a good time talking and learning about slate, say, “Now, I am going to write the words *a slate* on the board.” Write

a slate

in large letters so that all can plainly see it. Say that this is how the words look when they are written. Teach the article *a*, as if it were the first syllable of the word, as *a-slate*; but when

speaking of it alone, give it its proper name, *ā*. Say, "Can any one tell us who has the slate?" (touching the slate in the child's hand). Suppose the answer is "*Willie*" (and you can obtain this answer by having a boy whose name is Willie hold the slate). Ask how many would like to see Willie's name written. Write the word **Willie** on the board to the left of *a slate*, leaving a space for the word *has*—thus:

Willie a slate

Tell them that this word is *Willie*, and talk about Willie and his slate, making the lesson as real as possible. Now, saying, "I will write the word *has* in this space," write **has** between the words *Willie* and *a slate*, forming the sentence

Willie has a slate

Point to the object slate and then to the word *slate*; to the boy Willie and then to the word *Willie*; to the word *has*. Have the word pronounced. Have the sentence read by a child, and have a *child* place a period after it.

Teach this sentence as thoroughly as possible; tell the children it is a *sentence*, and that a period must be placed after the last word because the sentence tells something. Erase *Willie* and have the remaining words read; erase *a slate* and have *has* pronounced and erased.

Now say, "I am going to write a sentence and make *has* the first word, and since it is the first word of the sentence it must be written with a capital letter." Write,

Has Willie a slate

Have the children find the words they know. *Has* is the only word that has a different form. Say that, although *Willie* is not the first word of the sentence, it must be written with a capital letter, because it is a boy's name, and the names of people must always be written with capital letters. Have the sen-

tence read, and lead the children to see that this sentence does not tell, but that it asks something.

Tell the children that when a sentence *asks* something, a different mark is used at the end. Make the interrogation mark upon the board, and teach its name; have a child copy it, placing it after the sentence. If necessary, guide his hand.

Write below the sentence on the board,

Willie has a slate

Have this sentence read and punctuated. Number the sentences 1 and 2. Ask a child to read number 1, another to read number 2; another to read the sentence that *tells*, and another the one that *asks*. Let the children punctuate the sentences written by the teacher, as well as those written by themselves.

Place the words **a slate**, **Willie**, and **has** on the Word Board.

Turn now to the book and teach the two sentences in their printed form. The two forms—script and print—are not confusing to the children. On the other hand, the mere fact of there being two forms of the same word immediately arouses their interest and makes their observation of both forms keener. But if the teaching of the two forms is separated for any length of time, they do become confusing to the child's mind.

Before closing the recitation, write

a slate

on the board, and let several children try to copy it, writing it just below. Guide their hands, and while doing this ask them what the words are. Let the children try to copy the words on their slates. Have patience, even if the words do resemble Egyptian hieroglyphics. The children will finally work them out. They can read their own writing, if you can not.

LESSON II. **k, g, e = k.**

To make the sound of *k* press the back or root of the tongue against the roof of the mouth, and separating the teeth, force *breath* out suddenly. Be careful to use *no voice* in this sound. To learn the sound of *k*, say *book*, and observe the last sound uttered. Notice the position of the vocal organs as this sound is uttered.

To make the sound of *g*, have the vocal organs occupy the same position as for *k*; keep the tongue firmly in its position against the roof of the mouth, and force *voice* out. To learn the sound of *g*, say *go*, and observe the first sound uttered; or *rag*, and notice the last sound uttered.

Having written **k** on the board, utter the sound, and have individual children imitate you. Each time the letter is written, have the sound given in the same way. Write **g** to the right of **k** (**k, g**), and, uttering the sound of *g*, have the children imitate you, as before. Have *k* and *g* sounded alternately, calling attention to the use of the *breath* in *k*, and of the *voice* in *g*. After this pair of sounds has been thoroughly taught place them (**k, g**) on the Sound Board. Teach that *c* has sometimes the same sound as *k*, and that it is then marked *e*. Place it on the Sound Board as an equivalent of *k* (**e = k**). Review *h, k, g* and *e*.

Make a letter, have the sound given; erase a letter and have the sound given; let a child erase a letter, the sound of which you have uttered.

READING.—Write,

Willie has a slate,

omitting the period. Have it read and punctuated. Place a book in Willie's hands, and ask what he has. Say that you will erase *slate* and write **book**. Have this sentence read.

Call a little girl up, and have Willie give the book to her.

Ask, "Who has the book now, the boy or the girl?" Erase *Willie* and write, **The girl**, forming the sentence,

The girl has a book.

Have the sentence read. Erase *a* and write **the**. Teach both forms of *the* and *a*, giving the reason for using a capital letter. Teach *the* as if it were the first syllable of the word; as, *the-girl*, but, when speaking of it alone and not in connection with another word, pronounce it *thē*.

Write the following sentences upon the board and have them read and punctuated. Do not allow the same sentence to be read more than once or twice:—

Has the girl the book
The girl has the book
The girl has a book
Has the girl a slate
Has Willie the slate
Willie has a book

Of course, the little folks will not learn the use of the punctuation marks from one or two tellings, but by the constant repetition of both the telling and the doing each day, they will, in a remarkably short time, learn when a capital letter, a period, or an interrogation point should be used. Teach the correct names—*sentence, period, interrogation point, capital letter*.

Place the new words on the Word Board. Touch a word on the Word Board, and have a child find it in a script sentence; touch a word in the script sentence, and have a child find the printed word in the book. Erase or touch a word of a sentence and have the word found in print. Cover a word in a sentence and have the remaining words pronounced. Allow a child to take the place of the teacher, and have another child find the desired words.

There are numerous devices, familiar to all primary teachers and successfully used by them, that may be used in drilling for the instantaneous recognition of words. The greater the variety of such devices, the more interesting the work becomes to the little folks.

Write on the board

a girl

Have the words copied first on the board, then on the slates.

LESSON III. **p, b.**

To make the sound of *p*, press the lips firmly together, and suddenly force them open with *breath*. To learn the sound of *p*, say *pen*, and observe the first sound uttered; or *cap*, and observe the last sound uttered. Both teachers and pupils commonly make the error of using voice in uttering this sound. Watch this point.

To make the sound of *b*, place the lips in the same position as for *p*, but force *voice* out, only separating the lips slightly. To learn the sound of *b*, say *boy*, and notice the first sound uttered; or *cab*, and notice the last sound uttered.

Write **p** on the board, and, having sounded it, have a child imitate you.

Write **b** on the board to the right of *p* (**p, b**), and, having sounded it, have a child imitate you. Have the letters sounded alternately, calling attention to the use of *breath* in *p*, and of *voice* in *b*. Place this pair of letters (**p, b**) on the Sound Board.

READING.—After getting a slate, every boy as well as girl wants a *pencil*. Teach the words **boy, and, pencil**, by using them in sentences, in much the same manner as has been indicated in former lessons. The conjunction *and* is used very naturally in conversation by the little folks, and it is well early to teach the reading of it, since it helps not only to give variety of

form, but also to do away with very short and uninteresting sentences.

Should a child, when reading, be unable to recall a word that has been taught, have him go to the Word Board, where he will almost invariably recognize the word. This will hold good in recalling the sounds of a letter, as well as in recalling word forms.

Teach first the script and then the print.

Before closing the recitation, write the new words, **boy**, and, **pencil**, on the Word Board. Write

the boy

on the board, and have the children try to copy the words on their slates—the object being to give them employment and to teach accuracy in copying. Twice each day have a ten-minute review drill of all the sounds taught. Insist upon distinct articulation.

LESSON IV. t, d.

To make the sound of *t*, place the tip of the tongue against the upper front teeth, and force *breath* through suddenly. To learn the sound of *t*, say *it* distinctly, and notice the last sound uttered ; or *tin*, and notice the first sound uttered. Observe the position of the vocal organs.

To make the sound of *d*, place the tongue in the same position as for *t*, but force *voice* through suddenly. To learn the sound of *d*, say *had*, and notice the last sound ; or *do*, and notice the first sound.

Write **t** on the board, and giving the sound, have a child imitate you. Watch closely that *no voice* is allowed to escape, and that no vowel sound is connected with the consonant sound.

Write **d** at the right of **t** (**t, d**), and giving the sound of *d*, have a child imitate you. Have this pair (*t, d*) sounded alter-

nately until the children can readily distinguish between the breath sound (*t*) and the voice sound (*d*), after which place the pair (**t, d**) on the Sound Board.

READING.—Having taught the new words **can, see, pretty**, in sentences, place them on the Word Board. In teaching the use of the comma, write on the board,

The girl has a pretty book Willie

Have the sentence read, and tell the children that since we are talking to Willie, we must place a comma between *book* and *Willie*. Make a comma at the side of the board and let a child copy it, placing it between *book* and *Willie*. Now ask them whether a period or an interrogation point should be used at the end of the sentence, and let a child place the mark.

The forms **girl, girls** must be taught, as well as the possessive form **girl's**, used in the last sentence. Teach that *s* added to a word makes it mean more than one. In script sentences add *s* to *book, slate, pencil, boy, girl*. Teach that the apostrophe and *s* (*'s*) placed after *girl*, shows that something belongs to the girl, namely, *the pencil and book*. Use *'s* with *boy* in script sentences.

Have the children tell the proper punctuation of the sentences on the board, and let them place the proper marks.

Use the book to teach the printed forms of the new words, and have the children read the lesson.

LESSON V. l, r.

To make the sound of *l*, place the tip of the tongue against the upper front teeth, and force *voice* over the sides of the tongue. To learn the sound of *l*, say *let*, and notice the first sound; or *all*, and notice the last sound.

To make the sound of *r*, have the middle of the tongue almost

touch the roof of the mouth, and force *voice* over it. To learn the sound of *r*, say *rat*, and observe the first sound; or *far*, and notice the last sound. The sound of *r* as heard in *rat* is not as smooth as the sound of *r* in *far*. Observe the difference in the position of the tongue in sounding this letter in the two words. There is very little motion of the tongue in producing the sound of *r* in *far*. When *r* precedes a vowel, it has the *rough* or trilled sound; when it follows a vowel, it has the *smooth* sound, and can not well be separated from the vowel which precedes it. In the pronunciation of accurate speakers *r* is never silent.

Write **l** on the board, and having uttered the sound, have a child imitate you.

Write **r** to the right of **l** (**l**, **r**), and uttering the sound, have a child imitate you. Now have this pair sounded alternately, after which place the letters (**l**, **r**) on the Sound Board. Both these sounds are *voice* sounds, and can be prolonged.

READING.—Use about the same plan in developing this lesson as has been followed in previous lessons, teaching first the script and then the printed forms of the words. Teach the instantaneous recognition of the new words, and place them on the Word Board before turning to the next lesson. Review previous lessons and the work on the Sound Board and Word Board.

Have the children copy the word *cat* on the board and afterward on their slates. Examine slate work.

LESSON VI. s, z, ſ = z.

To make the sound of *s*, place the tip of the tongue near the upper front teeth, and gently force *breath* through. To learn the sound of *s*, say *see*, and notice the first sound; or *this*, and observe the last sound.

To make the sound of *z*, place the tongue in the same position as for *s*, but force *voice* through. To learn the sound of *z*,

say *zone*, and observe the first sound; or *buzz*, and observe the last sound.

Write **s** on the board, and having uttered the sound, have a child imitate you. Do not allow the children to emphasize or prolong this sound.

Write **z** at the right of **s** (**s, z**), and having uttered the sound, have a child imitate you. Have this pair sounded alternately, after which place the letters (**s, z**) on the Sound Board.

Teach that *s* sometimes sounds like *z*. Write **s = z** on the Sound Board.

READING.—Talk with the children about the punctuation used in this lesson. Give a language lesson on the use of *has* and *have*. Write the sentence,

The boy has books.

Ask how many boys that means. Add *s* to *boy*, making **boys**, and say that since we mean more than one boy, *has* will have to be changed to **have**, and the sentence will be,

The boys have books.

Use *girl* in the same way. Question the children concerning familiar things to compel the use of *has* and *have*, and *you* and *I*.

Write,

I see

for the children to copy on the board and afterward on their slate.

LESSON VII. Word Review.

Eleven sounds (represented by thirteen characters, two being equivalent sounds) and twenty words have now been taught, and it would be well to stop here and ascertain just how many of the class are ready to go on, and how many need further drill before

proceeding to the next lesson. The pupils that can give promptly all the sounds taught when the letters representing them are named or pointed at, recognize at sight all the words, read with ease sentences composed of such words, and that understand the reasons for the punctuation used, will form the first division or class; those who are slow or imperfect will constitute the second class.

Strive to make the first class as large as possible. Out of a class of fifty beginners, thirty at least should be able to form the first division. Other divisions may be made later. When dealing with beginners, it is a much better plan to wait awhile before forming divisions, than to make these divisions the first weeks of school, before the capacities of the children are really known. The same instructions will do for all. There is so little that the children are able to do during the first weeks of school, that it is well to have all of them give their whole attention to all the instruction given in the room.

Use Lesson VII. for sight reading. Have a child look at a certain sentence, say No. 3, for a few moments (until the thought is expressed in his mind), and then tell it to the teacher as he would tell her anything else. Give him enough time to get the thought clearly in his mind, before calling upon him for oral expression. The teaching of silent reading—the getting of the thought—is much more important than oral reading. When reading, do not talk to the children about pauses, emphasis, or inflection, but say, “What does it mean?” or “How would you *say* it?”

Strive to make thoughtful readers from the very first.

Ask why a comma is used in No. 2, No. 5, No. 7, No. 8; and why *'s* is used in No. 9 after *boy*. Do not call attention to the punctuation until after the sentences have been read, as the marks used entirely depend upon the sense; do not in any way connect the punctuation with the oral reading.

LESSON VIII. **m, n.**

To make the sound of *m*, close the lips, separate the teeth, and force voice through the *nose*. To learn the sound of *m*, say *me*, and observe the first sound uttered.

To make the sound of *n*, open the lips slightly, press the tip of the tongue against the upper gums, and force voice through the *nose*. To learn the sound of *n*, say *no*, and observe the first sound uttered; or *can*, and observe the last sound.

Write **m** on the board, and giving the sound, have a child imitate you. Do not let him combine any vowel sound with *m*; as, *ēm*, *ūm*, or *mū*.

Write **n** on the board, and having uttered the sound, have a child imitate you. This sound is seldom given correctly—there is a tendency to sound *n* as if it were *ūn* or *un*.

After these sounds, both of which are voice consonants, have been sounded alternately until well learned, place the pair (**m, n**) on the Sound Board.

READING.—In connection with this lesson give a language lesson teaching the correct use of *is* and *are*. Question the children on familiar things to compel the use of these two words, and notice their conversation.

Write on the board,

I see a dog

Have the children copy this sentence on their slates. Review all previous lessons. Review the sounds on the Sound Board. In the review of sounds, the presentation of each character, or letter, should bring to the child's mind the corresponding sound, and each sound the corresponding letter or character.

Touching *t*, say, "Sound *t*" (naming letter); or, touching *s*, say, "What is the sound of *s*?" Give the sound of

h, and have a child point to *h*. Write *b*, and have it sounded. Tell a child to touch *p* (naming letter); to erase *b* (naming letter), etc.

The alphabet will thus be taught incidentally, the greater stress being laid on the teaching of the sounds which the letters represent. The children should gain possession of a knowledge of the alphabet as early as is possible, without sacrificing the knowledge of the sounds. The learning of the alphabetical names of the letters belongs to the teaching of writing, and not to the subject of reading.

LESSON IX. *f*, *v*.

To make the sound of *f*, press the lower lip upon the upper front teeth, and gently force *breath* through. To learn the sound of *f*, say *fun*, and observe the first sound; or *off*, and observe the last sound. Observe the position of the vocal organs as this sound is uttered.

To make the sound of *v*, place the lips and teeth in the same position as for *f*, but force *voice* out. To learn the sound of *v*, say *vane*, and notice the first sound; or *have*, and notice the last sound.

Write **f** on the board, and having uttered the sound, have a child imitate you.

Write **v** at the right side of *f* (**f**, **v**), and having uttered the sound, have a child imitate you. Have this pair sounded alternately until well learned. Call attention to the use of the *breath* in the sound of *f*, and of the *voice* in *v*. Place the pair (**f**, **v**) on the Sound Board.

READING.—In connection with this lesson give an oral lesson on the correct use of *saw* and *seen*. It is very common for children to say, "I seen it," or "I have saw it." Teach the correct forms, "I saw it," and "I have seen it." Watch the children closely in their conversation with you and with each other, in

order that this error may be corrected. Question them on familiar things to compel the use of *saw* and *seen*. Teach them to notice when these words, and *is*, *are*, *has*, and *have*, are used correctly by their classmates.

Do not attempt to correct all grammatical errors at this period, but just keep for a while to these eight, *has* and *have*, *you* and *I*, *is* and *are*, *saw* and *seen*, and you will find that they will keep you busy.

As in previous lessons, teach the new words in script sentences, after which turn to the printed page. Do not neglect talking about the punctuation used, and, in script work, have the *children* place the punctuation marks after having read the sentences.

Write on the board the sentence,

I can see

Have it read and punctuated. Let a child write **I** under the one which you have written, and if necessary guide his hand. Let another child write **can** under the one which you have written, and still another child write **see**. Then call upon a child to read the sentence and place the period. Have four or five lines written in this way. Three children may be writing at the same time, so that quite a number can take part in this work, occupying but a few minutes.

Call on different children to erase one or two words at a time, as named, until all have been erased.

Write on the board the sentence,

I can see.

Have it copied on the slates. Review all the sounds on the Sound Board.

Say *l*, have a child find the letter and sound it. Sound *t*, have a child find the letter and write it on the board. Say, "Write *s* and sound it." Sound *g*, have a child write *g* and give

its name. Say "Is *f* a *breath* sound or *voice* sound?" "Touch the two letters that sound like *k*" (give sound); "two that sound like *z*" (give sound).

LESSON X. *wh, w.*

The true sound of *wh* is very nearly in the reverse order—as if the letters were written *hw*. *What* is pronounced *hwat*. The *h* is here an emission of *breath* through the position taken by the lips in the formation of *w*. To learn the sound of *wh*, say *what*, and observe the first sound uttered. Notice the position of the vocal organs when the first sound is uttered.

To make the sound of *w*, fix the lips as if for whistling, and force *voice* through, giving the sound of *o* as in *do*. To learn the sound of *w*, say *will* and *was*, and notice the first sound in each word. *W* is a vowel when it does not begin a word or syllable, and a consonant in other positions.

Write **wh** on the board, and having uttered the sound, have a child imitate you. Write **w** to the right of *wh* (**wh, w**), and uttering the sound, have a child imitate you.

After this pair has been sounded alternately, until the children know which is the *breath* sound and which the *voice* sound, place it (**wh, w**) on the Sound Board.

READING.—Use about the same general plan in teaching this lesson as has been used in previous lessons, using script and then print.

Write the sentence,

I see a very pretty doll, Alice,

and have the children write one word at a time as was done in the previous lesson with the sentence, *I can see*. Write the sentence,

I see a doll, Alice.

Have the children copy it on their slates.

Review the work on both Word Board and Sound Board.

In reviewing sounds do not always point to the letters in pairs, but change from a letter of a given pair to a letter of another pair. Vary the exercises in every conceivable way, so as to test the knowledge of the class, and drill upon any sound which may not be so well mastered as the others.

LESSON XI. *th*, *th*.

To make the sound of *th* (breath), place the tip of the tongue against the back of the upper front teeth, and force *breath* through. To learn the sound of *th* say *breath*, and observe the last sound uttered, or *thin*, and notice the first sound uttered. Observe the position of the vocal organs when this sound (*th*) is uttered.

To make the sound of *th* (voice), place the tongue in the same position as for *th* (breath), but force *voice* through. To learn the sound of *th* (voice), say *that*, and observe the first sound uttered, or *with*, and observe the last sound uttered.

Write **th** on the board, and having uttered the sound, have a child imitate you. Write **th** to the right of *th*, and having uttered the sound have a child imitate you. Now have this pair sounded alternately until the difference is well learned, after which place **th**, **th** on the Sound Board.

READING.—In connection with the teaching of this lesson use the sentence,

I go to school,

for writing on the board, and copying on slates.

Do not neglect the sound drill of ten minutes twice each day. It is of the utmost importance that these elementary sounds and their signs should be thoroughly learned, as they are part of the mechanical foundation of reading.

LESSON XII. y, j.

To make the sound of *y*, raise the tongue to the palate, pressing hard against the sides, leaving only the smallest possible passage for the *voice* to come through. To learn the sound of *y*, say *yes*, and observe the first sound uttered. Notice the short, light sound with which this sound begins.

To learn the sound of *j*, say *jam*, and observe the first sound uttered; or *edge*, and notice the last sound uttered. Observe the position of the vocal organs as this sound is made. Both *y* and *j* are *voice* sounds.

Write **y**, and having uttered the sound, have a child imitate you. Write **j** to the right of *y* (**y, j**), and having sounded it, have a child imitate you.

Have *y* and *j* sounded alternately, after which place the pair (**y, j**) on the Sound Board.

READING.—This lesson may be made interesting by having it read in the form of a dialogue.

Do not neglect to call attention to the punctuation, and to the different forms of the same word when used in different positions in a sentence. Teach the capital letters as well as the small letters. Have the sentence,

Have you no slate?

written on the board during the recitation, and afterward copied on the slates.

Review the work on Sound Board and Word Board.

LESSONS XIII. and XIV. ng, x = ks.

To make the sound of *ng*, place the tongue in the same position as for *g*, but force voice through the *nose*. To learn the sound of *ng*, say *song*, and observe the last sound uttered.

Write **ng**, and having uttered the sound, have a child imitate you, after which place **ng** on the Sound Board. It is very common for children to give *ng* incorrectly; as, *goi'n'* for *going*, *readi'n'* for *reading*, etc. Correct all such pronunciation.

The letter *x* represents no sound that does not belong to some other letter. It is, therefore, not an elementary sound. It represents the sound of *ks* in the word *six*, of *gz*, in the word *exact*, and of *ksh* in *anxious*. Teach the sound of *x* (*ks*), and place it on the Sound Board, as **x = ks**.

READING.—Having thoroughly taught these lessons, have the sentence,

Alice has flowers, mamma,

written on the board and afterwards copied on the slate. Teach the preferred pronunciation of *mamma'* and *papa'*, placing the accent on the last syllable.

Lesson XIV. contains no new words and should be read without any trouble.

LESSONS XV. and XVI. Review.

Lesson XV. should be worked at until each sound can be uttered correctly and is so well known, that upon the presentation of any of these letters, the sounds underlying the characters will be given accurately and promptly. Have the signs of the sounds found in the words as printed. Sound *d*, and have a child find *d* in all the words in the lists in which it is used. Touch *wh* in a word, and have a child give its sound, etc.

Dwell long enough on this lesson to teach both the written and printed forms of the letters, as well as the names.

Use lesson XVI. for sight reading. Allow the children a few moments in which to read silently a certain sentence, then have the books closed and call on a child to repeat the sentence.

Dictate a few short sentences to be written, as, *I see a boy*, and as a child writes it on the board, have the remainder of the class watch him closely. Write, at the side of the board, the words he can not form, and let him copy them, writing each in its proper place in the sentence. If necessary, let one child write the first word of a sentence, another child the next word, and so on, until the sentence has been completed, after which have it read and punctuated.

Review Part I. thoroughly, giving special oral lessons on the use of *has* and *have*, *you* and *I*, *is* and *are*, *saw* and *seen*.

The words which have been taught in Part I. will be used in Part II., but by this time they should be well known, and the Word Board may now be dispensed with, the space being used for registering vowels.

Write the capital and small letters side by side (**A a**, **B b**, etc.), at the top of the board, so that hereafter, when the children wish to use a capital letter, they can copy it from the board, first finding the small letter which they have learned through the sound it represents. Teach them as early as possible to help themselves—to be independent.

PART II.

PHONIC-WORD METHOD.

Twenty-two of the twenty-five elementary consonant sounds with their corresponding characters or letters, three consonant equivalents, and about forty word-forms have been learned.

The children are familiar with the form of a sentence, can write and punctuate short sentences, and are ready, as soon as a vowel sound is taught, to take their first step in independent pronunciation.

Do not register any words, as all new words will hereafter be developed by the child.

Should a child at any time be unable to recall a word taught in Part I., containing a sound not as yet learned, let a classmate tell him the word. All other words must be developed phonetically by the child, whenever he fails to recognize them.

Should a word be recognized at sight by the child, do not require him to talk about or sound it, but let him pronounce it *at once*. As the children day after day gain independence in pronunciation, you will find that many new words will be pronounced by them at sight. It is a good plan once in a while to have them tell you how they found out the word. Avoid all guessing.

The new words found in each lesson, containing the sound or sounds to be taught in that lesson, will be found at the head of the instructions for that lesson. New words, composed of sounds previously learned, will not be registered.

No instruction need be given regarding the making or learning of the long vowel sounds, as they are merely the names of the vowels, and may be termed the *name-sounds*.

LESSON XVII. *ā, ă.*

Ām, nāme, māde, bāt, fāt.—To learn the sound of short *a* (*ă*), say *at*, and observe the first sound uttered. Notice the position of the vocal organs as this sound is made. It is exceedingly short, and is of an abrupt, explosive character.

Write *a* on the board, tell the children its name, and that it is a *vowel*; and say that the other letters they have learned are *consonants*.

Say that *a* does not always have the sound of *ā*, but that it very often sounds like *ă* (giving the sound heard in *at*)—that we are going to learn when to sound it *ā*, and when *ă*.

Place a macron over *a* (*ā*), and say that when it has a straight line (*macron*) over it, we will call it *long a* and sound it *ā*, just the same as the name of the letter. Have long *a* sounded. Write another *a* to the right of *ā* (*ā, ă*), and placing a breve over it, say that when *a* has a curved line (*breve*) over it, we will call it *short a*, and sound it *ă*. Ask a child to touch short *a*, long *a*; to sound long *a*, short *a*. Utter the sound of *ă* and have a child tell you whether it is long or short *a*. Sound long *a*, and have a child tell you which sound it is. Write a number of *a*'s on the board, and as a macron or breve is placed over each, call on a child to give the sound. Change the marks and have the sounds given. Under no circumstances allow these sounds to be given in concert.

Have these two sounds of *a* given alternately, after which place the pair (*ā, ă*) on the Sound Board.

READING.—As in Part I., teach the lessons first in script and then in print.

Write the first sentence of this lesson,

I am a very little girl,

on the board. Have a child find and touch the new word *am*. Ask the name of the first letter, whether it is to be sounded long or short (*ā* or *ă*). One child may say "*short a*," another "*long a*," neither of them knowing when to use the long sound and when the short sound. Tell the children to give short *a* (*ă*) in this word.

Let a child sound the letters of *am* in the order in which they are written, as "*ă-m*, *am*," and the word will be pronounced and very likely recognized the first time the sounds are heard. If the word is not recognized, the sounds have not been given correctly or in quick succession, and they should be repeated until the word is discovered. The new word having been developed, allow the children a few moments in which to look at the sentence, after which have the sentence read and punctuated.

Erase *girl* and write **boy**, making the sentence,

I am a very little boy.

Have it read. Erase *a very little boy*, and write **in school, Alice**. Have the new sentence read and punctuated. Erase and write the second sentence,

My name is Alice,

in which is a new word containing *long a*. A child having found this word, *name*, say that when *e* (touch *e* of *name*) is found at the end of a word, the vowel is long, as *ā*. Say also that *e* at the end of a word is silent—that we do not sound it when we say the word, but that when the word is written or printed, the silent letter must be made. Ask a child to touch *e*; to touch the vowel; to sound long *a*.

Having found *e* at the end of *name*, teach the child to say, "I see an *e* (touching *e*) at the end of this word, so the vowel *a*

(touching *a*) is long, and is sounded \bar{a} (giving the sound of long *a*)—*n-ā-m*, name.”

Have the sentence read and punctuated.

Write:

**Have you a name
Her name is very pretty
I am in Willie's swing**

Have these sentences read and punctuated.

In the third sentence in the book,

Mamma made my doll a hat and a very pretty fan,

will be found words containing long *a* and short *a*. Write this sentence on the board.

Having found *made*, the first new word of the sentence, teach the child to say “I see *e* (touching *e*) at the end of this word, so the vowel *a* (touching *a*) is long and is sounded \bar{a} (giving sound of long *a*)—*m-ā-d*, made.”

In developing *hat* and *fan*, teach them to say, “I do not see *e* at the end of this word, so the vowel *a* (touching *a*) is short, and is sounded \check{a} .” Then have the children sound, pronounce, read, and punctuate the sentence.

Turn to the books, and if the new words, as found in the sentences, are not recognized, have them talked about and developed from the book as they were from the board.

When a child hesitates about giving the sound of *a*, say, “Do you see *e* at the end of the word?” “Who knows which sound to give the vowel, if *e* is at the end of a word?” or “if you do not see *e* at the end?”

Use the additional words, given below the first part of the lesson, in script sentences; as,

I made a cape for my doll.

Finding the new word *cape*, the child will say, “I see *e* (touching *e*) at the end of this word, so the vowel *a* (touching *a*) is long,

and is sounded *ā* (giving sound of long *a*)—*e-ā-p*, cape." Have the sentence read and punctuated. Erase *e* of *cape*, forming *cap*. A child will reason, "I do not see *e* at the end of this word, so the vowel *a* (touching *a*) is short, and is sounded *ă* (giving sound of short *a*)—*e-ă-p*, cap." Have the sentence read.

Erase *I* and write **Kate**. If the children do not know the capital *k*, make small *k* at the side, and tell them that the capital letter has the same sound as the small letter. Have a child develop the word and read the sentence.

Write,

The man ran

Develop *man* and *ran* and have the sentence read and punctuated. Dictate several short sentences to be written; as,

I am little.

Has Alice a hat?

I made a fan.

Do not leave this lesson until every child in the class can instantly recognize all the words in it, and can read the sentences smoothly. Be sure that all unknown words have been developed and that enough time has been given for obtaining the thought in the sentence before calling for oral reading. If this plan is adhered to closely, the question of reading with expression will be solved.

WRITTEN WORK. SLATES.—Write the following sentences on the board:—

I am a little girl.

My name is very pretty, Alice.

After they have been read several times, have the children copy them on their slates. After this is done, have the children open their books to Lesson XVII. and convert the first two sentences into script. Tell them that all the words found in these two

sentences can be found upon the board and in the sentences which they have just copied from the board. Teach them to find the script letters they wish to use, from the capital and small letters that, for this purpose, have been placed on the board. Examine all slate work carefully. It is much better for the children to be able to copy a word correctly than to name the letters of that word. Encourage the children to copy even though the results are very poor. Praise the slate best written, but encourage the little writer who has done the poorest to do better next time. Try to find some part of the work that can be praised. Praise the effort.

WRITTEN WORK. BOARD.—Nothing pays so well as board work. There seems to be some magnetism about chalk and the board. The children are more interested in their work at the board—it is especially attractive to them. The teacher can tell at a glance just where the trouble is with each child, and can correct an error, even before it is entirely made. Very often, too, a child learns from his classmates when he seems unable to learn from the teacher, so let the children see one another working. Place the poorest writer next to the best.

Send the class to the board every day for written language.

The teacher, having written in the space reserved for herself the first word of a sentence, the children should copy it in their spaces, leaving a margin of about a finger's length from the left dividing line. The teacher should so drill the children that when she says "one" they will watch her write, and then pronounce the word; that, when she says "two," they will write on their spaces just what she has written on hers; and so on until the sentence is completed. When necessary, write one letter or part of a letter at a time. Have the sentence read and punctuated. Erase the sentence and have it rewritten. The writing of one sentence in this manner will occupy some time. Do not hurry the children. Whatever is done should be done thoroughly.

SOUND DRILL.—Write the sentence,

I made a bat

Finding the new word *bat*, a child will say, "I do not see *e* at the end of of this word, so the vowel *a* (touching *a*) is short and sounded *ă* (giving sound of short *a*)—*b-ă-t*, bat." Have another child punctuate and read the sentence. Erase *made* and write *had*, forming the sentence,

I had a bat.

Have *had* developed, and the sentence read.

Erase *bat* and write **cake**, forming the sentence,

I had a cake

Have *cake* developed, the child saying, "I see *e* at the end of this word, so the vowel *a* (touching *a*) is long, and is sounded *ā* (giving sound of long *a*)—*e-ā-k*, cake." Have the sentence read and punctuated. Erase *I* and write **Jane**, forming the sentence,

Jane had a cake.

Have *Jane* developed, and the sentence read. Erase *a* and insert **that**, forming the sentence,

- Jane had that cake.

Have *that* developed and the sentence read. Write **I am glad** to the left of *Jane*, forming the sentence,

I am glad Jane had that cake.

Have *glad* developed, and the sentence read.

Any number of words containing long and short *a* can be used in this way, thus bringing into review all the consonant sounds, while teaching independent pronunciation. Insist upon distinct articulation of the consonants.

Write the word **man**.

Have a child say "I do not see *e* at the end of this word, so I

will place a breve over *a* (placing it), which shows it has the short sound of *a*—*m-ă-n*, man.”

Add *e* to *man*, forming **mane**.

Have a child say “I see *e* at the end of this word, so I will place (erasing the breve and placing a macron) a macron over *a*, giving it the sound of long *a*; I will draw (drawing a slanting line) a line through *e*, because it is silent—*m-ā-n*, mane.”

Ask, How many letters are in this word? How many sounds?

Write **tape**; have the word marked by a child and the reasons given.

Erase *e*, and lead the children to discover that since there is no silent *e*, the vowel *a* is short and the macron must be changed to a breve, and let a child change the mark.

Write **mad**; have the word marked by a child.

Add *e* to *mad*, forming **made**. Lead the children to discover that since there is a silent *e*, the vowel *a* is long, and the breve must be changed to a macron.

Write **gate**; have it developed, and by changing a letter or letters have the following words formed and developed by the children: *date*, *Kate*, *late*, *mate*, *mat*, *fat*, *grape*, *same*, *Sam*.

The children take great delight in discovering for themselves which sound of the vowel should be given in a certain word, and that if the vowel sound is long final *e* must be written.

Do not place marks on words used in sentences. Have very little marking—a half dozen words a week will be sufficient to teach the use of diacritical marks. Do not attempt to teach first-year pupils all you know about sounds or diacritical marks.

Write on slips of paper a number of sentences composed of the words of each lesson, and of new words composed of the sounds taught in that lesson. Give each child a slip, and when he reads it correctly give him another. These sentences may be copied on the slates, and read from the slates when time permits. Do not write more than two or three sentences on each slip.

Use slips of this kind from Lesson XVII. to Lesson XXX., after which supplementary leaflets should be used.

LESSON XVIII. *ō, ǒ, ing.*

Frōg, bōne, nōt, hōme, hōp, gōing.—To learn the sound of short *o*, say *on*, and observe the first sound uttered. Give *ǒ* the shortest sound possible.

Write *o*, and tell a child to place a macron over it (*ō*). Tell the children it is long *o*, and sounds just like the name of the letter. Utter the sound and have them imitate you. Write another *o* to the right of the long *o* (*ō, ǒ*), and have it marked short. Sound this pair alternately, and have the children imitate you. Erase *ō* and have *ǒ* sounded; erase the breve, place a macron, and have *ō* sounded and erased. Ask a child to sound long *o*; long *a*; short *a*; short *o*. Place this pair (*ō, ǒ*) on the Sound Board.

Have the ending *ing* given with one impulse of the voice. Write *ing*, prefix *s*, and have *sing* sounded—*s-ing*. Erase *s*, write *br*, and have *bring* sounded—*b-r-ing*. Erase *br*, write *th*, and have *thing* sounded—*th-ing*.

Place *ing* on the Sound Board.

READING.—Use the same general plan in developing the new words of this lesson as was used in Lesson XVII., first using script and then turning to the print. Let the children find the new word of a sentence, develop it, look at the sentence a few moments, read, and punctuate. The rule regarding the presence or absence of final *e* is to be applied in the use of all the vowels.

In developing *frogs*, teach that in this word *s* sounds like *z* (Lesson VI.). The letter *s* usually has this sound (*z*) when it follows a *voice* consonant, but never as the initial letter of a word.

In developing *going*, cover *ing* and have *go* pronounced; uncover *ing* and have *going* pronounced.

Besides the new words containing long and short *o*, new words will be found containing long and short *a*, which must be developed before attempting to read the sentence.

Use the words in the list in additional script sentences.

Teach that when *o* is the last letter and the only vowel in a word, it is long; as in *gō*, *nō*, *sō*.

During the recitation, have several sentences written containing the new words of the lesson. If the children are unable to write the words without a copy, let them copy from their books, finding the script form on the board.

WRITTEN WORK. SLATES.—Write the following on the board, to be read orally, punctuated, and copied on the slates:

My big dog can see the little frog
Have you no bone
Do you hate frogs
Are you going to Willie
No, little girl, I can not go

Having finished the foregoing, let the children copy from their books the first three sentences of the lesson.

WRITTEN WORK. BOARD.—Teach the sentence,

The frog saw the dog,

as directed in Lesson XVII. After each child has written and punctuated the sentence, have it erased and rewritten without assistance from the teacher.

SOUND DRILL.—Ask a child to sound long *a*, short *a*, long *o*, short *o*, *wh*, *th*, *ng*, *j*, *d*, etc. Utter the sounds of *f*, *h*, *l*, *ng*, *m*, and *r* and let the children write the letters representing these sounds.

Write,

I see a —

Utter the sound of *s*, and have a child write *s*; the sound of *t*, and have the child write *t*; the sound of long *o*, and have the child write *o*; the sound of *v*, and have the child write *v*. Ask whether the sound of *o* was given long or short? If long, what letter must be written after the *v*? Have the child write *e*, forming the word **stove**. Have the sentence read and punctuated. Erase *stove* and use *grape* in the same manner.

Write,

Has the boy a —

Pronounce *top* very slowly, separating it into its elementary sounds, *t-ō-p*. Have a child do the same while all listen attentively. Ask what sound was heard first? Have *t* found on the Sound Board and written after *a* in the sentence. Pronounce the word again, ask for the second sound, have the letter found on the board, and the *o* written after *t*. Ask for the last sound, and having it given and found, have it written after *to-*, forming the word *top*. Sound the vowel *o*, and ask whether it is long or short and whether a silent *e* is needed.

Use *ring*, *rope*, *game*, and *strap* in the same manner. Very simple phonetic words should be used in this exercise.

If children can pronounce words distinctly, they can be taught to separate them into their elementary sounds. Pronouncing is merely giving the sounds in the order in which the characters representing the sounds are found in a word. In slow pronunciation there is a decided pause between the sounds as given.

Write,

Can the little frog trot Willie

Finding the new word *trot*, the child will say, "I do not see *e* at the end of this word, so the vowel *o* (touching *o*) is short and is sounded *ō*—*t-r-ō-t*, trot." Read and punctuate the sentence.

Erase *Willie*, and substitute **Tom**. Have *Tom* developed, and the sentence read and punctuated.

Erase *trot*, and write **stop**, forming the sentence,

Can the little frog stop, Tom?

Have *stop* developed, and the sentence read.

Write,

The boy rode to the store

Have *rode* and *store* developed and the sentence read and punctuated.

Erase *rode*, write **got**, forming the sentence,

The boy got to the store.

Have *got* developed and the sentence read.

Erase *to the store*, write **a stone**, forming the sentence,

The boy got a stone

Have *stone* developed and the sentence read and punctuated.

Erase *stone* and write **string**. Have *string* developed and the sentence read.

Erase *string* and write **rake**, erase *got* and write **had**, forming the sentence,

The boy had a rake

Have *rake* and *had* developed and the sentence read.

Erase *had* and write **sang**, erase *rake* and write **song**, forming the sentence,

The boy sang a song

Have *sang* and *song* developed and the sentence read.

Write **lot**, **broke**, **fade**, and have them marked and pronounced. Make the children familiar with the names *macron* and *breve*.

Write the word **hot**; have it developed, and by changing a letter or letters have the following words formed and developed in turn: *cot*, *lot*, *lone*, *tone*, *woke*, *joke*, *job*, *Rob*.

LESSON XIX. ē, ě, ou, ow.

Now, owls, town, hē, lēt, hēre, our, found, nēst, how.—To learn the sound of short *e*, say *end*, and observe the first sound uttered. Teach the pair (ē, ě), after which place it on the Sound Board.

Diphthongs.—When two vowel sounds are united and pronounced in one syllable, as if they were but one sound, they form a *proper diphthong*. Thus *i* (though represented by but one letter) is really diphthongal, being compounded of *ā* and *ī*, the two sounds gliding into one another. Commonly, only such diphthongs as are represented by two letters are so called, and of these there are but two, each being represented by two combinations of letters: *ou, ow*; *oi, oy*.

The union in the same syllable of two vowels, only one of which is sounded (as *ai* in *rain*, *oa* in *boat*), is called an *improper diphthong*.

To learn the sound of *ou* say *out*, and observe the first sound uttered. Notice the position of the lips as this sound is made—the rounded lips are drawn together.

Write **ow = ou** on the Sound Board with the vowels.

READING.—In developing *now, owls, town, found, our, and how*, teach the child to say “*ou* or *ow* (naming letters) is sounded *ou*” (giving the sound heard in *out*); then have the word sounded and the sentence read. .

In *he*, teach that when *e* is the final letter and only vowel in a word, it is long; as in *mē, wē*, etc. Have the child say, “The vowel *e* is long, because it is the last letter and the only vowel in the word—*h-ē*, he.”

In analyzing *nest*, teach the child to say, “The vowel *e* is short because it is followed by more than one consonant—*n-ĕ-s-t*, nest.” (When a vowel is followed by more than one consonant, no reference need be made to the absence of final *e*.) Have the words *rest, fond, hand, and best* developed in like manner.

If, at any time, a child is unable to instantly pronounce a word which has been developed in a previous lesson, have him develop the word again. Of course, this method will occupy more time than if the teacher or a classmate pronounced the word for him, but the exercise of thought upon the word is just what the child needs, and it will prepare him for future work. In not insisting upon each child doing his own thinking, the teacher not only cripples the mental powers of the child, but increases her own labor.

In connection with this lesson, teach the words *singular* and *plural*. Tell the children that if a word means only one, as *boy*, it is singular; but if it means more than one, as *boys*, it is plural. Use a number of words, oral and written, to teach singular and plural, and drill in the regular formation of plural from singular nouns by adding *s*. Use the words in the list in additional script sentences.

WRITTEN WORK. SLATES.—Write the following sentences on the board, have them read several times, and then copied on slates:

The owls are not going to town now.

A boy saw the big owl and the little owls in a nest.

Have the first three sentences in the book copied on slates.

WRITTEN WORK. BOARD.—Use the sentence,

Have you seen the owls, Willie?

according to the method given in Lesson XVII., the children copying each word as the teacher writes it. After the children have finished writing the sentence, let them talk about it.

Let one child begin by saying, "I wrote *have* (all touching *have*) with a capital letter, because it is the first word of the sentence."

Then have another child say, "I placed a comma (all touching the comma) between the words *owls* and *Willie*, because I am talking to Willie."

Let a third child say, "I wrote *Willie* (all touching *Willie*) with a capital letter, because it is a boy's name." And another, "I placed an interrogation point (all touching the interrogation point) after the sentence because the sentence asks."

Repeat this exercise in regular order, until all the children have been heard from, and follow the same plan with all the sentences written on the board by the children.

SOUND DRILL.—Have the sentence,

I see a hen,

written, read, and punctuated in the same manner as in previous exercises of this character. Erase *see*, pronounce *fed* slowly, and have the children write the letters representing the sounds. Ask whether the vowel sound is long or short? If short, *e* need not be added. Use *cake* and *gave* in the same manner, and since the vowels are long have *e* added, before the chalk is lifted from the board.

Do not allow any incorrect form to remain before the eye long enough to make a permanent impression on the mind.

Whenever a word containing a silent letter or letters is spelled (sounded), each silent letter should be named and its position in the word stated.

Write **our**; have it pronounced, and by changing a letter or letters, have the following words formed and developed: *sour*, *flour*, *loud*, *cloud*, *sound*, *found*, *round*, *pound*, *brow*, *brown*, and *clown*.

Write **here**; have it developed, and, by changing a letter or letters, have the following words formed and developed: *hens*, *men*, *mend*, *pen*, *spend*, *then*, *them*, *hem*.

The work of Lesson XIX. will require both time and patience, but if thoroughly done, the children will have gained what was well worth all the time and labor expended—thorough preparation for future work.

LESSON XX. *i*, *ī*.

Pig, like, six.—To learn the sound of short *i*, say *it*, and observe the first sound uttered. Say *ă, ě, ĭ*, and observe the changes in the position of the lips and teeth as these sounds are produced. Short *i* (*ĭ*) takes the closest position of all. Teach this pair (*ī, ĭ*) and place it on the Sound Board.

Write **pat**; have it developed; by changing the vowel have the following words formed: *pot, pet, pout, pit*. Have the children develop these words.

READING.—After developing the new words of this lesson in script sentences turn to the lesson in the book, and teach it thoroughly. Do not allow a child to attempt to read a sentence orally, until he has developed all the unknown words in the sentence. Have several sentences written by the children before closing each recitation. Call attention to the singular and plural forms both in script and print. Use the words in the list in additional script sentences.

WRITTEN WORK. SLATES.—Have the first three or four sentences of the lesson converted into script. Write the following sentences on the board, to be copied on slates and punctuated:

**Has Tom six pigs Willie
Tom the pigs are not very fat**

WRITTEN WORK. BOARD.—Dictate the sentence used in Lesson XIX.,

Have you seen the owls Willie

Have it written, talked about, and punctuated. Have the children write the sentence,

The boy's pig is fat, papa,

copying one word at a time until it is complete. Have them

talk about the punctuation used, as in Lesson XIX. Treat the following in the same way:

Tom has seen the pigs.

He saw the pen.

SOUND DRILL—Write **stripe**; have a child say, "I'll place a macron over *i* (placing it) because it is long, and a line through *e*, because it is silent—*s-t-r-ī-p*, stripe." Teach the children to run the consonant sounds together as *str*, but not before they have been taught to give them separately.

Erase final *e*, and have a child say, "I'll change the macron to a breve, because the vowel is short—*s-t-r-ĭ-p*, strip."

Erase *s*, and have *trip* pronounced. Add *e*, and have a child say, "I'll change this breve to a macron, because the vowel is long—*t-r-ī-p*, tripe." Erase *t* and *e*, and have the word thus formed marked and pronounced as before.

Have the following words separated into their elementary sounds: *grape*, *sound*, *stem*, *hide*. Pronounce the words, and ask which words contain long, and which short, vowel sounds. If a word contains a long vowel sound, bring the children to say that it must have a silent *e*.

Review singly all sounds found on the Sound Board.

Pronounce the following words, and ask how they are written (the names of letters to be given): *like*, *pen*, *six*, *sing*. Let the children name the letters from the printed page, if unable to name them from their sounds as heard in the words.

Do not fail to keep all lessons reviewed.

LESSON XXI. ū, ŭ, le.

Bŭg, bŭzz, ŭs, rŭn, jŭst, Jŭne, bŭt, apple.—To learn the sound of short *u* (*ŭ*), say *up*, and observe the first sound uttered. Teach this pair (*ū*, *ŭ*), after which place it on the Sound Board.

Ask for the sound of long *u* ; short *u* ; long *e* ; short *e* ; long *i* ; short *i* ; long *a* ; short *a*, etc.

READING.—Write,

I see a bug

Have a child find the new word, *bug*, and say, "I do not see an *e* at the end of this word, so the vowel *u* (touching *u*) is short, and is sounded *ŭ* (giving sound of short *u*)—*b-ŭ-g*, bug." Have the sentence read and punctuated.

Change *u* in *bug* to *i*, and add the word *pig*, thus making the sentence,

I see a big pig

In developing *buzz*, lead the children to say, "The vowel *u* (touching *u*) is short, because it is followed by a double consonant—*b-ŭ-z*, buzz." Use the same formula in developing *just*.

In *us*, *run*, and *but*, the child developing each word should say "I do not see *e* at the end of this word, so the vowel *u* (touching *u*) is short." Have each word sounded and pronounced, and the sentence read and punctuated.

In developing *June*, the child should say, "I see *e* at the end of this word, so the vowel *u* (touching *u*) is long," etc.

Use the words in the list in additional sentences.

In the second part of this lesson, the word *apple* occurs. When a word, or syllable, ends in *le*, *e* is silent, and the syllable (*le*) sounds just like the sound of *l*.

In developing *apple* have the child say, "The vowel *a* is short, because it is followed by a double consonant (touching *pp*)—*ă-p-l*, apple."

Ask, How many vowels are in the word? (Two). How many vowels are sounded? (One). How many consonants are in the word? (Three). How many are sounded? (Two). In connection with this drill, use the words found in the list at the end of the lesson.

Having developed the new words, let the children turn to the printed page. After they have read each sentence smoothly, dictate several sentences to be written by the class; as,

The pig can run.

Tom, do you see that June bug?

Have the children tell, in their own words, what they have been reading. Talk about June bugs. Ask why *June* and *Buzz* are written with capital letters.

Explain the use of quotation marks as used in the book and when used by the teacher on the board.

WRITTEN WORK. SLATES.—Have the lesson converted into script, insisting upon all punctuation marks being carefully placed where used in the book; and, as when writing on the board, teach the children to paragraph.

Have the following sentences copied and punctuated:

Mamma we have seen a June bug

Alice has an apple for Tom's pigs boys

Little pigs do you like apples

WRITTEN WORK. BOARD.—Dictate,

Willie do you see that bug

Let several children repeat it. Ask whether this sentence tells or asks. If it asks, to whom is the question put? As Willie is being written say, "Are you talking to Willie? What will you place after the word *Willie* before writing the next word?" Insist upon the comma being placed before the word *do* is written. Always have the proper punctuation inserted as the children write. After this sentence has been written, punctuated, and talked about, have it erased and rewritten.

Now say that you want the sentence to read like this: *Do you see that bug, Willie?* Explain that since *Willie* is said last, it will be the last word in the written sentence. The interrogation

point must be erased and a comma placed before writing *Willie*, because we are talking to *Willie*. Now have *Willie* and the comma at the beginning of the sentence erased, and lead the children to discover that since *do* is now the first word of the sentence, it must be written with a capital letter. Have the sentence read and the interrogation point placed.

SOUND DRILL.—Review the long and short sounds of *a*, *e*, *i*, *o*, *u*, singly, in pairs, and in words used in sentences. Ask for long *a*, long *u*, short *u*, short *o*, etc. When a child hesitates to give the short sound of a vowel, ask for its long sound and then for the short. These sounds, long and short, were taught in pairs, and the children will generally be able to recall the second of a certain pair, as soon as the first of the pair is heard.

If when you say, "Sound short *u*," the child sounds short *o*, ask, "How does long *u* sound?" and after the child has given this sound, say "Now, give short *u*."

Sound short *e* and have it found on the board. Sound long *a* and have it found. Sound short *u* and have the children tell you which sound you gave. Pronounce the following words, and have them tell you what vowel sound they hear in each: *rap*, *pole*, *face*, *pet*, *top*, *here*, *bit*, *cup*, *mile*, *tune*.

If not thoroughly taught, the short vowel sounds are confusing to the child. Do not hurry, but let your aim be to so fix these sounds in the child's mind that he will never hesitate, but will be able promptly to utter correctly any one of them.

Write and have marked *nŭt*, *mŭle*, *căttle*. (The Roman letters in Italicized words indicate silent letters, which should be crossed out by the children when marking words diacritically.) Write *cub*, have it developed, and, by changing a letter or letters, form the following words and have them developed: *cube*, *cure*, *pure*, *tub*, *tube*, *rub*.

Write,

Let Tom have my —

Utter the sounds of *gun*, the children writing the letters. Have the sentence read. Use *drum*, *pup*, and *cube* in the same manner.

Write,

Do you see the —

Pronounce *sun*. Have a child separate it into its elementary sounds as the teacher writes the letters. Ask what sound was heard first, what vowel sound came next, and what was the last sound; also, what was the last letter, the first letter.

LESSON XXII. *ch, sh.*

Ship, catch, fish, much.—The sounds of *ch* and *sh*, although composed of two letters, are elementary consonant sounds. Each of these sounds is entirely distinct from the sound of the letters of which they are composed when used singly; and each is just as completely a single sound, as if it were represented by a single letter. Speak of these sounds as the sound of *ch* or *sh*, and not as *c* and *h*, or *s* and *h*.

To make the sound of *ch*, press the tongue against the roof of the mouth, and force breath through suddenly. To learn the sound of *ch*, say *chin*, and observe the first sound; or *much*, and observe the last sound.

To make the sound of *sh*, place the tongue in position for *s*, only farther back, and force breath over it. To learn the sound of *sh*, say *ship*, and observe the first sound; or *fish*, and observe the last sound.

Teach this pair (*ch, sh*) sounding them alternately. Lead the children to notice that the sound of *ch* is very sharp and short, while that of *sh* is soft and a little longer. Place this pair (*ch, sh*) on the Sound Board.

READING.—In developing *catch*, cover *ch* and have *cat* pronounced; uncover *ch*, cover *cat*, and have *ch* sounded. Now

have *cat* pronounced, quickly followed by *ch*, and *catch* will be pronounced.

In *ship*, *fish*, and *much*, the vowels are short, there being no final *e*—*sh-ĭ-p*, *f-ĭ-sh*, *m-ŭ-ch*. Ask, How many letters are there in *ship* and *much*? How many sounds?

In developing *we* and *so*, review the rule that, when only one vowel is found in a word and that vowel is the last letter, it must be given the long sound. (See Lesson XIX.)

Use the words in the list in script sentences.

Dictate several sentences to be written by the class.

WRITTEN WORK. SLATES.—Have Lesson XXII. converted into script, and the following sentences copied from the board and punctuated:

**Nell we are in a ship
Can you catch fish little girls**

WRITTEN WORK. BOARD.—Dictate,

Have you seen Nell's ship, Tom?

Review the correct writing of the *apostrophe* and *s*. Talk with the children about this sentence before writing, as well as after writing, and when each one is taking his turn in talking about the punctuation, have him include the reason for writing 's after Nell. Show that it would not do to say or write *Nell ship*.

Dictate,

They are in mamma's tub.

SOUND DRILL.—Send the class to the board, dictate letter by letter the following words, the children writing the letters: *chase*, *shake*, *bench*, *rush*. Have these words developed and pronounced.

Pronounce the following words, and have the children spell (sound) them, writing the letters as the sounds are uttered: *rich*, *shut*, *vex*, *shine*. Ask how the words are written (the children to name letters).

LESSON XXIII. *ck* = *k*.

Rock, struck.—When *c* and *k* are written together (*ck*), they must be given as one sound, *k*. Write *ck* = *k* on the Sound Board.

READING.—In developing *rock* and *struck*, ask, How many letters in the word? How many sounds?

In developing *hold*, have a child say, "The vowel *o* is long, because it is followed by *ld*—*h-ō l-d*." Tell the children that when *o* is followed by *ld* it is long, and that when *i* is followed by *ld* or *nd* it is generally long. Words in which these two consonants follow the vowels named are exceptions to the general rule, that a vowel is short when followed by more than one consonant. Use *cold*, *find*, *kind*, and *wild* in sentences.

Do not neglect insisting upon the silent reading of each sentence before it is read orally, and upon the writing of sentences while at recitation.

Too much written work, either on the part of the child or the teacher, can not be done. It is often a good plan to take up the entire time of recitation in the writing of sentences by the children, several writing while the remainder look on.

In future work, either the printed or the script lesson may be taught first, as the children by this time should be equally familiar with both.

WRITTEN WORK. SLATES.—After converting this lesson into script on slates, have the following sentences copied from the board and punctuated:

Do you see us papa

Willie we can not catch fish for you

Write the following elliptical sentences, to be completed on slates, first showing the children what you wish them to do:

Alice and Nell are on the —

They have no —

WRITTEN WORK. BOARD.—Dictate,

Papa, we are on the rock.

Before writing, talk with the children about the sentence. Ask whether we are talking to any one, and what mark must be placed. Ask whether the sentence asks or tells. When *Papa* has been written, see that each child places the comma before writing *we*. Ask several of them why they placed the comma.

Talk about this sentence as about sentences in previous lessons. Erase and have the children write it without assistance. Tell them to erase *Papa*, and lead them to see that since *we* is the first word of the sentence it must be written with a capital letter, and that the comma must be erased.

Review all the sounds on the Sound Board, dwelling on any that the children do not seem to know thoroughly. Use words in which the rules taught may be reviewed.

LESSONS XXIV. and XXV. Review.

These two lessons, being sound and word reviews, may be used in the way best suited to the class. Do not leave Lesson XXV. until each word is instantly recognized by every member of the class. Allow a few moments for the children to look at a given sentence, say No. V., and then call upon a child to give the thought contained in the sentence. Tell them to look at No. III., and tell you what it says, etc.

LESSON XXVI. qu = kw, ai = ā.

Squirrel, quite, tail.—The letter *q* has no sound of its own. It is always followed by *u*, and these two letters taken together (*qu*) usually have the sound of *kw* as in *queen*. Place *qu* = *kw*

on the Sound Board. *Ai* is an equivalent of long *a*. Place *ai* = *ā* on the Sound Board.

READING.—In developing *squirrel*, have a child say "The vowel *i* (touching *i*) is short because it is followed by a double consonant (*rr*), or because there is more than one consonant between it and the next vowel—*s-qu-ī-r-e-l*, squirrel."

In developing *quite*, the vowel will be long since silent *e* is found. In the word *tail* teach the children to say "*Ai* sounds like *ā* (giving the sound of long *a*)—*t-ai-l*, tail." Teach the children, when they see these two vowels written together, not to look for final *e*, but just to name the vowels and give the sound. When two vowels are found together, forming an *improper diphthong* (see Lesson XIX.), the first vowel is usually long and the second silent. Have several sentences written containing *squirrel* and *tail*.

WRITTEN WORK. SLATES.—Have this lesson converted into script. Do not allow any carelessness. Whatever is done at all must be done as well as possible.

Have the following incomplete sentences copied, completed, and punctuated:

Have you seen my squirrel's —
Ned are you proud of these —
My squirrel has a —

WRITTEN WORK. BOARD.—Dictate the following sentences to be written and talked about as shown in Lessons XVII. and XIX.:

I saw Tom's squirrels, boys.
Boys, do you like squirrels?

Teach singular and plural of *boy*, *squirrel*, and *nut*, and the correct form of the verb used in connection with them. Ask whether we must say, *The squirrels are* or *is*, etc.

SOUND DRILL.—Dictate letter by letter the following words, the children writing (on the board) the letters as named: *shāve*, *child*, (*i* before *ld*), *crown*, *tūne*, *fiddle*. Have these words marked and pronounced. Erase, and dictate the following words, using the sounds instead of the letters: *shelf*, *sang*, *golden*, *snail*. As the vowel sound in *snail* is given, tell the children to use something that sounds like *ā*, but not the letter *a* itself. Ask how these words are written (i. e., have the children give names of letters), and have them pronounced.

LESSON XXVII. ĕr, ay = ā.

Sistēr, Rovēr, to-day, stay.—The sound to be learned is that of *e* before *r*, verging toward the sound of *u* in *urge*. A vowel preceding *r* in the same syllable should not be sounded separately, but the two should, as a rule, be given with one impulse of the voice, as *ar*, *er*, *ir*, *or*, *ur*, *yr*. *I*, *e*, and *y* usually have the same sound when followed by *r*. Write *īr*, *ȳr* = *ĕr* on the Sound Board. This sound of *ĕr* is heard in *wĕre*, *fĕrn*, *undĕr*, etc. *Ay* is an equivalent of long *a*. Write on the Sound Board *ay* = *ā*.

READING.—In developing *to-day*, tell the children that this word is a *compound* word—one word made of two words. Ask what the first little word is? Tell them that when they see *ay* in a word they must say “*ay* sounds like *ā*” (giving the sound of long *a*). Tell them that the line joining *to* and *day* is called a *hyphen*.

In developing *sister*, ask, How many vowels are in the word? How many consonants? Have the vowels named: *i*, *e*. Say that since there are two vowel sounds in this word, there are two syllables.

Teach that a syllable is as much of a word as can be given

with one impulse of the voice, and that each syllable must contain *one vowel sound*.

Ask, What is the vowel in the first syllable of *sister*? In the second syllable? Pronounce one syllable at a time so that the children may hear distinctly that the word has two parts, and that *ter* is the last syllable.

Developing the word *sister*, the child should say, "The vowel *i* is short because there are two consonants between it and the next vowel—*s-ĭ-s-t-ēr*, sister.

Try *winter*, *butter*, *paper*, and *fever* in sentences. In *paper* and *fever* the first vowel is long, because there is but one consonant between it and the next vowel. So many words come under this rule, that it should be impressed upon the children. Use *primer* and *Bible* to show that these rules have exceptions. When such a word is being developed, tell the children that it is an exception.

In developing *stay*, have the child say, "*Ay* sounds like *ā* (giving sound of long *a*)—*s-t-ay*, stay. *Rover*, "The vowel *o* is long because there is but one consonant between it and the next vowel—*r-ō-v-ēr*, Rover."

Use the names of the days of the week to drill on the sound of *ay*.

After each sentence has been read, ask questions which will bring out the story; as, Why was the boy sad? What did the other boy say? What kind of a boy do you think he was? What do you think of the boy who took Willie's dog?

Dictate the following sentences to be written in class:

**To-day is Sunday.
Will he get Rover?**

Teach that the names of the days of the week, as well as the names of people, must be written with capital letters.

WRITTEN WORK. SLATES.—Have this lesson carefully writ-

ten on the slates, and the following incomplete sentences copied from the board, completed, and punctuated :

My — saw the boy
Rover he will drown —
Will you stay here —

WRITTEN WORK. BOARD.—Have the following sentences written, punctuated, and talked about :

To-day is Friday
The boys are sad
My sister's name is Nell boys

Transpose the words in the sentences and have punctuation changed, giving reasons for so doing ; as,

Is to-day Friday?
Are the boys sad?
Boys, my sister's name is Nell.

The children are very fond of discovering what changes are needed. Teach the placing of two commas when the name of the person addressed is used in the body of the sentence.

Dictate,

No, Willie, he shall not drown the dog.

SOUND DRILL.—Write,

May I have that tame squirrel Alice

After having *may* and *tame* developed, have the sentence read and punctuated.

Erase *t* of the word *tame* and write **l** making **lame**. Have the sentence read.

Erase *tame* and insert **fine** ; have *fine* developed and the sentence read.

Erase *Alice* and insert **sister**; have the sentence read.

Erase *fine* and write **old**; have *old* developed (*o* is long before *ld*) and the sentence read.

Erase *I* and write **Ben**; have *Ben* developed and the sentence read.

Prefix **g** to *old* making **gold**; erase *squirrel* and write **chain**; erase *sister* and write **Rose**. Have the new words developed and the sentence read.

Erase *that* and write **Kate's**; erase *chain* and write **clock**. This forms the sentence,

May Ben have Kate's gold clock, Rose?

Have the new words developed and the sentence read.

Pronounce the following words and, as they are separated into their elementary sounds, have the children write them: *much, holding, children, duck, sick*.

In writing *duck* and *sick*, teach them that when the last sound of a word is *k*, and the vowel in front of it is not long, *ck* must be written.

Have the following words marked: *spěnd, mōre, kīte, dūck, stūmble*.

LESSON XXVIII. $ee = \bar{e}$, $\varsigma = s$.

Feed, nice, Grace, peep, ice.—Double *e* is an equivalent of long *e*. Tell the children, when they see *ee* in a word, to say, "Double *e* sounds like \bar{e} " (giving the sound of long *e*). Place $ee = \bar{e}$ on the Sound Board. Use the words, *seed, sheep, green, keep*, and *sleep* in sentences.

Teach that sometimes *c* sounds like *s*, and that when we mark *c* to sound like *s*, we place a *cedilla* under it. Write $\varsigma = s$ on the Sound Board. Write *cat* and have *c* marked ς ; erase the line, place a *cedilla* (*cat*), and have the word pronounced. Erase the *cedilla* and mark the *c* hard.

Name the letters of *mice* and have the children write the word. Tell them to mark the word; ask how they will mark *c*—with a line or a cedilla? Ask what letter follows *c*. Say that since *e* follows *c*, *c* will sound like *s*, and a cedilla must be used.

Instruct the class that when *c* is followed by *e*, *i*, or *y* it generally sounds like *s*. Write on the Sound Board,

$$c \left\{ \begin{array}{l} e \\ i \\ y \end{array} \right.$$

and hereafter when they are in doubt as to which sound of *c* to use, a glance at the board will help them.

In developing *chickens*, let the child say, "The vowel *i* (touching *i*) is short, because there are more consonants than one between it and the next vowel—*ch-ĭ-ck-ĕ-n-s*, chickens." Ask whether the word is singular or plural.

Have the chickens in the picture counted. Ask what the word would be if it meant but one. Use other words both orally and on the board to call attention to the singular and plural forms.

In *old*, *o* is long before *ld*; in *feed* and *peep*, *ee* sounds like *ē*; in *nice*, *Grace*, and *ice*, *c* sounds like *s*, because it is followed by *e*.

In teaching *one*, tell the children that this word sounds like *w-ŭ-n* (giving the sounds), and let them pronounce it.

In developing *your*, cover *r* and have *you* pronounced; uncover *r* and have *your* given.

Use the words in the list in additional sentences. Have sentences containing *one* written while at recitation.

SLATE AND BOARD WORK.—Carry on the slate and board work in about the same manner as in previous lessons. By this time, the teacher knows just about what is needed for this work, and it is expected that she will supplement all lessons with original exercises, of a character similar to those heretofore given.

SOUND DRILL.—Ask, How does *u* sound? In how many ways can long *a* be represented? (*ā, ai, ay.* Have the children refer to the Sound Board for equivalents.) When do *i* and *o* sound long, though followed by more than one consonant? (*o*, when followed by *ld*, and *i* when followed by *ld* or *nd*.) When does *c* sound like *s*? (When followed by *e, i, or y*.)

Write the following words; have them talked about, marked, and pronounced: *fāce, īcing, ereeping, tōmātō.*

Tell the children you are going to give them a sentence with *chick* in it. Dictate, *Have you a chick?* and let the children write it. Ask a child to give another sentence containing *chick*, and have the class write it. Have the class give several original sentences containing *one, your, fine, and slide.*

LESSON XXIX. *ā, ēa = ē.*

Sēashore, āll, bēach, fāl, wānt, hēar, sēa, cālling.—To learn the sound of *ā* (called *broad a*) say *all* and observe the first sound. Write *ā* on the board, sound it, and have the children imitate you. Add *ll*, forming *all*, have it pronounced. Erase the dots and place a breve over *a* (*āll*), have the word pronounced as marked. Erase the breve; place a macron (*āl*), have the word pronounced and erased. Place *ā* on the Sound Board with the other two sounds of *a*. Review the vowel sounds with these three sounds of *a*.

Teach the children that *a* is broad when followed by *ll*, except in *shall* when it is short. Prove this by using *small, tall, wall*, and *hall* in script sentences. Of course, *a* has the broad sound when followed by other letters, but since the rule about *ll* holds good in almost all cases, special attention should be given to it.

The diphthong *ēa* is an equivalent of long *e*. Write *ēa = ē* on the Sound Board.

Seashore—*ea* sounds like *ē* and *o* is long—*s-ēa-sh-ōr*, seashore;

all—*a* is broad as it is followed by *ll*—*a-l*, all; *beach*—*ea* sounds like *ē*, *b-ēa-ch*, beach; *fall*—*a* is broad as it is followed by *ll*—*f-a-l*, fall; *want*—*a* is broad, *w-a-n-t*, want; *hear*—*ea* sounds like *ē*, *h-ēa-r*, hear; *calling*—*a* is broad because followed by *ll*, *c-a-l-ing*, calling; *sea*—*ea* sounds like *ē*, *s-ēa*, sea. Develop *into* from *in* and *to* previously taught.

SOUND DRILL.—Write,

Nell do you want a small peach

Have *small* and *peach* developed, and the sentence read and punctuated. Erase *small* and write **green**. Have *green* developed and the sentence read.

Write,

Each one may have a slice Grace

Have *each* and *slice* developed, and the sentence read and punctuated.

Write,

Can you reach the top of that tall tree

Have *reach*, *top*, *tall*, and *tree* developed, and the sentence read and punctuated.

Review any sounds or equivalents upon which the children need drill.

Pronounce the following words and have the children tell what is the first vowel sound and how many syllables each word contains: *lady*, *call*, *walking*, *fishing*, *happy*, *ice*, *desk*, *window*.

LESSONS XXX. and XXXI. Review.

These lessons being reviews contain no new sounds, and may be used according to the teacher's judgment.

Let the class read silently the first sentence of Lesson XXXI., and then call on a child to repeat the sentence. Have the sec-

ond sentence read silently, and then call on a child to read it orally. After silent reading of the third sentence, call on a child to write it. Let the children read the fourth sentence silently, and after their books are closed question them about it; as, Where did the children go? Why did they go there?

In order to make room for registering new sounds and equivalents, erase the consonants taught in Part I. The Sound Board may be rearranged from time to time, so as to place different sounds of the same letter or equivalent sounds together. Let the children help to arrange the Sound Board.

Introduce Supplementary Reading Cards, using very simple matter at first. Should a word (containing a sound not taught) occur, teach that sound and place it on the board for reference. Allow the children some time for silent reading, before calling for oral reading. One class can be looking at the cards while another class is reciting.

Let one child give in his own words the thought contained in the sentence, or sentences, which the class has been silently reading. Question another about what he has read. It is not necessary that all should read orally. It is well sometimes to have no two cards contain exactly the same sentences, as each child is thereby compelled to develop the new words, and obtain the thought for himself. When the same cards are used, let each child read a different sentence. It is of more value to him to read one sentence which he has worked out, than to fluently read half a dozen sentences which he has heard read. It is independent thought-work that is of value.

Do not have a card read more than once by the same child. Have a fresh lesson each time. As the children have had drill in expressing their reasons for giving certain sounds to letters in developing new words, they are now able to develop nearly all new words silently. But should a word give them any trouble, have it developed orally.

LESSON XXXII. ä.

Färm, cärt, cälf, äunt.—This sound of *a* (*ä*, called the *Italian a*) is the most open of all the vowel sounds, and is one of the extremes of the vocal scale, the other extreme being *ē*. In its formation, the mouth and throat are opened widely, and the tongue is left in its natural position of rest.

To learn the sound of *ä*, say *are*, and observe very carefully the first sound uttered. This sound of *a* occurs when the letter is followed by *r*, *unt*, *lm*, *lv*, *lf*, and *th*; as in *pärt, äunt, pälm, sälve, cälf, wräth*.

Place on the Sound Board, ä	{	r
		unt
		lm
		lv
		lf
		th

When the children are in doubt as to whether they should give *a* the Italian sound or not, a glance at the board will settle the matter for them. When they can not recall this sound, have them say *are*, and notice the first sound.

In developing *farm* and *cart*, let a child say, “*a* has the Italian sound, because it is followed by *r*.”

In *cälf*, *a* has the Italian sound, because it is followed by *lf*. In *aunt*, *a* has the Italian sound because it is followed by *unt*.

Driving—the vowel *i* is long because there is only one consonant between it and the next vowel. As a rule, if the children are able to decide how to sound the *first vowel* of a word, they have very little trouble in developing the entire word. Use *September, Rebecca, cucumber*.

Do not neglect using the words in the list in sentences, and have several sentences written during each recitation.

WRITTEN WORK.—For slate and board work have several original sentences written, using the words *cart*, *aunt*, and *calf*.

Have the following elliptical sentences completed :

He has a flower for —
The — are sitting in the —
— has a white calf

SOUND DRILL.—Write,

Are you waiting for your father

Have the sentence read and punctuated.

Erase *father*, and write *sister*.

Erase *waiting*, and write **calling**. Erase *calling*, and write **reading**, making the sentence,

Are you reading for your sister?

Have the sentence read each time a change is made.

Write,

My father has a car

Have the sentence read and punctuated.

Write **Grace** before *My*. Have reasons given for additional punctuation and change in capitalization. Erase *has* and write **saw**.

Erase *saw*, and write **sold** (*ō* before *ld*). Add **pet** to *car*, making the sentence,

Grace, my father sold a carpet.

Add on **Tuesday** (*ū*), and give reasons for change in punctuation. Use **Thursday** and **Wednesday** in place of *Tuesday*.

Write the following words on the board to be marked and pronounced by the children : *cālm*, *chārt*, *chalk*, *spīce*. Change the marks, and have the words pronounced as marked to find out whether the children are really learning the power of the marks.

Erase the above words, and write,

Tom, did you see that —

omitting *lark*. Call on one child to separate *lark* into its elementary sounds, while another child writes the letters.

Erase *see*, and have **kill** written in the same manner. Teach that since the word ends in the sound of *l*, with a short vowel sound preceding it, two *l*'s must be written.

Erase *Tom*, and have **Ben** written. Erase *kill*, and have **sell** written, forming the sentence,

Ben, did you sell that lark?

Erase *lark* and write **bell**.

LESSON XXXIII. *oa* = *ō*,

Coats, boat.—The sound of the letters *oa* is an equivalent of long *o*, except in *broad*.

Place **oa** = **ō** on the Sound Board.

In developing *coats* and *boat*, have the child say “*oa* is sounded *ō*.”

In *did*, *hit*, *hid*, *mud*, *bad*, *them*, *when*, the vowels are short because there is no *e* at the end of the words.

In *hide* and *these*, the vowels are long because there is an *e* at the end of the words.

In *rest*, *kill*, *quick*, and *jump*, the vowels are short because they are followed by more consonants than one.

In developing *says*, tell the children that in this word *ay* sounds like short *ē*, and let them sound the word; *s-ē-s*, says.

In developing *spider*, have a child say, “The vowel *i* is long, because there is but one consonant between it and the next vowel—*s-p-i-d-ēr*, spider.” In developing *talking*, “The vowel *a* is broad, because it is followed by *lk-t-a-k-ing*, talking.” In

developing *be*, "The vowel *e* is long, because it is the last letter and the only vowel in the word—*b-ē*, *be*."

Use *says*, *boat*, *jump*, and *talking* in slate and board work.

Have the following elliptical sentences completed :

The frogs saw the — in the —

Big frogs, we saw you — into the —

SOUND DRILL.—Review the work on the Sound Board and all rules for pronunciation.

Ask the children to write the letters that sound like *ă* (*ă*); *ō* (*ō* and *oa*); *ē* (*ē*, *ee*, and *ēa*); *ā* (*ā*); *ā* (*ā*, *ai*, *ay*); *k* (*k*, *e*, *ck*); *s* (*s*, *ç*), etc.

When does *c* sound like *s*? (When followed by *e*, *i*, or *y*.) When is *a* broad? (When followed by *ll* and *lk*.) When has *a* the Italian sound? (When followed by *r*, *unt*, *lm*, etc.)

Write the alphabet on the board, and as each letter is written have the corresponding sound given. Utter the sounds, and as each is uttered, have the corresponding letter erased. Use equivalents in like manner.

LESSON XXXIV. $\bar{o}\bar{o}$, $\eta = \bar{o}\bar{o}$, $\dot{g} = j$.

Bōots, whōō, whq, twq, large, cage.—To learn the sound of $\bar{o}\bar{o}$, say *too*, and observe the last sound uttered; or *ooze*, and observe the first sound uttered. The lips are more nearly closed in forming this sound than for any other vowel, the sides being brought into contact with each other so as to leave only a small aperture for the escape of the voice.

After teaching this sound, place $\bar{o}\bar{o}$ on the Sound Board and review it with the vowel sounds.

\bar{Q} is an equivalent of $\bar{o}\bar{o}$, as found in *who* used in this lesson. Place $\eta = \bar{o}\bar{o}$ on the Sound Board.

The letter *g* sometimes sounds like *j*. When followed by *e*, *i*, or *y*, *g* usually has this sound. Write on the Sound Board,

$$g \begin{cases} e \\ i \\ y \end{cases}$$

In developing *who*, *w* is silent, and *o* sounds like long *oo*. In *boots* and *whoo*, the vowel sound is *ōō*. In *two*, *w* is silent, and *o* = *ōō*.

In *large* and *cage*, *g* = *j* because it is followed by *e*. In *John*, *h* is silent because it follows a vowel in the same syllable.

Tell the children that in *said*, *ai* sounds like short *e*, and let them sound and pronounce the word.

In connection with this lesson, teach the proper use of *to*, *two*, and *too*.

Speak of *to* as the "little to," *two* as the "counting" or "number two," and *too* as the "too much too." Repeat a number of sentences using these three forms, and let the children decide which one of them is intended. Say, *I go to school*; ask which *to* was used—whether it meant *how many* schools, or *too much* school, or was just a little word to fasten the word *school* to the rest of the sentence?

Repeat the following sentences and have the children say which of the words should be used: *I saw two boys. It is too sweet. I gave it to him and her.*

Repeat, *The large owl has two little ones*, and having decided which of the three words to use, let the sentence be written and talked about as in previous lessons.

Tell each child to write his own name after this sentence, changing the period to a comma. Ask for the reason for making this change.

The teaching of the proper use of these three words can not, of course, be done in one or two days, or even weeks; but if special attention is paid to them when used orally as well as when written, the children will finally learn their proper use.

Have the following sentences copied on the slates from the board and completed, using *to*, *two*, or *too*:

John has — boots at home.

The owl went — the cage.

He said it was — large.

Did you see — girls in the cart?

SOUND DRILL.—Send the class to the board, and dictate the sounds of the following words, as the children write the letters: *broom, dark, market, spoons, vote, stump.*

Dictate the letters of the following words and have the children write them: *prōmōte, pāge, tūlīp, cārpēntēr.* Have these words marked and pronounced.

Review all the vowel sounds and the equivalents singly, using them in words in sentences. Have all sounds given naturally.

LESSON XXXV. *ōō*, *ū* = *ōō*, *y* = *i*.

Loōk, gōōd, tōōk, fōōt, bŭsh, put, trŷing, trŷ, crŷ, bicŷcle, tricŷcle. To learn the sound of *ōō*, say *good*, and observe the second sound.

Teach *ōō* and place it on the Sound Board. Have *ōō* and *ōō* sounded alternately.

Ū as found in the words *bŭsh* and *put* in this lesson is an equivalent of *ōō*. Place *ū* = *ōō* on the Sound Board.

We taught *y* as a consonant in Lesson XII., but *y* is sometimes a vowel. When *y* is not the first letter of a word or syllable, it is a vowel, and, as a vowel, it has precisely the same sound as *i* would have in the same position. When *y* is the final letter and only vowel of a word or accented syllable, it is long; as in *trŷ, trŷing, replŷ.* Place *y* = *i* on the Sound Board.

When *oo* is followed by *d* or *k* it is usually short; otherwise it is long. Write *so*; have it marked and pronounced. Add *d*,

change the macron to a breve and have *sod* pronounced. Erase *d*, add **on**, forming **soon**. Ask whether this *oo* is followed by *d* or *k*, and have the children place a macron over the *oo*; as, *sōon*. Erase *s*, write *t*; erase *n*, write **k**, forming **took**. Ask whether *oo* is followed by *d* or *k*. Since it is followed by *k* it is short *oo*, and the macron must be changed to a breve; as, *tōok*.

Have the new words in the following sentences developed and the sentences read: *She is a good cook. Did he shoot the goose? It is cool in the woods.*

Write **put**; mark it and have it pronounced. Erase *t*, write **sh**, and have *push* pronounced. Erase *p*, write **b**, and have *bush* pronounced.

Look—*oo* is short because it is followed by *k*—*l-ōō-k*.

Trying—cover *ing*; *y* is long because it is the last letter and only vowel; uncover *ing* and have the word pronounced—*t-r-ȳ-ing*.

Bicycle—*i* is long because there is but one consonant (*c*) between it and the next vowel (*y*); *c* sounds like *s* because it is followed by *y*; *y* is short because it is followed by more than one consonant (*cl*)—*b-ī-ç-ȳ-e-l*.

Rider—*i* is long, as there is but one consonant between it and the next vowel—*r-ī-d-ēr*.

Bush—*u* = *ōō*—*b-ū-sh*.

Put—*u* = *ōō*—*put*.

Over—*o* is long, there being but one consonant between it and the next vowel—*ō-v-ēr*.

Foot—*oo* is short—*f-ōō-t*. (This is an exception to the general rule previously given.)

Tricycle—developed the same as bicycle—*t-r-ī-ç-ȳ-e-l*.

SOUND DRILL.—Write,

Frank will push the bicycle.

Have *push* (*u*) developed and the sentence read.

Erase *sh* of *push* and add *ll*, forming *pull* (*u*), and have the sentence read.

Add, to the woods (*ö*); have the period changed and the sentence read. Write,

Have you seen puss

Have *puss* (*u*) developed and the sentence read. Erase *puss*, write *my hood* (*ö*); have the sentence read. Erase *my hood*, write *him crying*, and have the sentence read. Erase *him crying*, write *it flying*, and have the sentence read. Erase *it flying*, write *John's ball*, making the sentence

Have you seen John's ball

Have *ball* developed (*a* before *ll*) and the sentence read. Erase *John's*, write *each*, have *each* developed (*ea* = *ē*) and the sentence read. Add *move*, change interrogation point, and have *move* (*o*) developed, and the sentence read.

Write *May* in front of *Have*. Have *May* developed (*ay* = *ā*), and the sentence read and punctuated.

The teacher will have to use her own judgment in regard to these reviews, dwelling on the sounds, reasons, and words that seem to need additional teaching.

LESSON XXXVI. ô = a.

Mórning, Géorge, fórgét, ór.—This sound of *o* before *r*, like *a* before *r*, is the sound of short *o* (*ö*) prolonged, and is a somewhat closer sound than *ö*. The letter *o* has this sound before *r* not followed by a vowel. Write *ô* = *a* on the Sound Board.

When *or* is preceded by *w*, it sounds like *úr* in *urge*; as, *word, work*. This sound of *u* (*úr*) is the sound of short *u* (*ü*) prolonged, and is a somewhat closer sound than *ü*.

Marbles—*ar* = *är*—*m-är-b-l-s*.

Morning—*or* = *gr*—*m-ór-n-ing*.

George—or = *ar*, *g* = *j*—*G-ôr-g*.

Forget—or = *ar*, *g* is hard (an exception)—*f-ôr-g-ě-t*.

Been—ee = *ĭ*—*b-ĭ-n*.

Use the words in the list for additional work. Insist upon distinct articulation of all the sounds in a word, not emphasizing any but uttering them in a distinct, natural tone. It is not necessary to give full directions in regard to all slate, board, and review drills. Enough has been said in previous lessons to suggest the work to be done.

Dictate,

George is much better,

and when the word *better* is being written, ask the children whether the vowel in front of *t* sounds short or long; if short, the last letter of the first syllable must be doubled before adding *er*, since *er* begins with a vowel.

Use *kitten* and *getting* in the same manner. Use *giving* and *city* as exceptions.

LESSON XXXVII. *ŷ* = *ĭ*.

Harry, *ponŷ*, *manŷ*, *babŷ*, *anŷ*.—When *y* is found at the end of an unaccented syllable, it is short.

In developing *Harry*, ask how many vowel sounds and how many syllables there are in the word. The vowel *a* is short because it is followed by a double consonant (*rr*); *y* is short because it is the last letter and only vowel in the second syllable—*H-ă-r-ŷ*. *A* followed by *r* has usually the Italian sound (*ă*), but a vowel followed by *rr* is short.

In *pony* and *baby*, the first vowel is long, as in each case there is but one consonant between it and the next vowel. In *many* and *any* tell the children that *a* sounds like short *e* (*ě*), and let them develop the words.

In teaching the correct writing of *many* and *any*, it will help the little ones to remember the forms, if they are told that *many* is *man* with *y* added, and *any* is *an* with *y* added.

Never hesitate to tell the children any little thing that may help them to remember the forms of words containing an exceptional sound.

LESSON XXXVIII. $\acute{o} = \ddot{u}$.

Côme, sôme, môther, Mr., Mrs.—Teach that \acute{o} is an equivalent of \ddot{u} , and place $\acute{o} = \ddot{u}$ on the board.

Write *come*, place a dot over *o*, have the word sounded and pronounced. Erase the dot, place a macron—have the word pronounced. Erase the macron, place two dots under *o*, and have the word pronounced. Erase the dots, place a breve over *o*, and have the word pronounced. Erase the breve and place a dot over *o*, giving *o* the sound of \ddot{u} , and have the word pronounced. Show that one dot over *o* is the correct mark for *come*. Use *some* and *mother* in the same manner.

Making—the vowel *a* is long because there is but one consonant between it and the next vowel—*m-ā-k-ing*.

Setting—the vowel *e* is short because it is followed by a double consonant, or because there is more than one consonant between it and the next vowel—*s-ĕ-t-ing*.

Table—*a* is long—*t-ā-b-l*.

The remaining words can be developed very easily.

When an exception occurs, as in *table*, just tell the children it is an exception, and let them proceed to sound the word. Teach them not to rely too much upon rules.

Write the names *Mister Brown* and *Mistress* (missus) *Brown*, and have them developed and pronounced.

Erase all the letters of *Mister* and *Mistress* except those used in the abbreviations. Write the remaining letters of each word

together as *Mr.* and *Mrs.* Teach that the period takes the place of the letters omitted, and that since these abbreviations are parts of names they must be written with capital letters. Write,

Mrs. Smith went to town,

and have the sentence read. Erase *s* of *Mrs.*, and have the sentence read. Write *s* after *Mr.* and have the sentence read. In connection with these two abbreviations teach *Miss*. Show that *Miss* is not an abbreviation. Teach *Dr.*

Use the names of the children's parents. Teach these abbreviations in slate and board work.

LESSON XXXIX. *oi, oy = oi.*

Noise, Roy, spoil, toy.—The sound represented by *oi* and *oy* is the second proper diphthong. The first, represented by *ou* and *ow*, was taught in Lesson XIX. The elements of this sound are *ə* and *ɪ*, with the accent on *ɪ*.

To learn the sound of *oi* and *oy*, say *oil* and *oyster* and observe the first sound uttered. With very few exceptions, the combinations retain their regular sound. Place **oy = oi** on the Sound Board.

In developing *noise, Roy, spoil, toy*, the child will say, "The letters *oy* (or *oi*) are sounded *oi*" (giving the sound heard in *oil*), and then sound the word. In *counting* and *count* the diphthong *ou* is found.

LESSONS XL. and XLI. Review.

As these two lessons are reviews, they require no special instructions. At the foot of Lesson XL. is a list of contractions in common usage. Use these contractions in sentences, first writing both words in full and afterward erasing the omitted letter

or letters and inserting the apostrophe where the omission is made. Point out that each contraction is written as a single word, though when written in full two words are necessary.

LESSON XLII. $\bar{o}w = \bar{o}$.

Rōw, knōw.—The sound of $\bar{o}w$ is an equivalent of long \bar{o} . Write $\bar{o}w$ on the Sound Board before $oa = \bar{o}$, as $ow, \bar{o}a = \bar{o}$. The children will have to learn by actual use which sound to give to this combination, in words containing it. Words containing both sounds of ow will be found in the list.

In connection with *know*, teach that k followed by n is silent; also teach that w followed by r is silent. Use *knife, kneeling, write*, and *wrong* in script sentences.

In *sitting*, the vowel i is short because there are more consonants than one between it and the next vowel, or because it is followed by a double consonant (tt).

In teaching *no* and *know*, it will help the children to use these forms correctly if *no* is called "little no" or "nothing no" (*no* being the first part of *nothing*), and *know*, "thinker know." It may help the children to remember that *know* begins with k , if their attention is called to the fact that the word which means "to think" begins with the same letter with which *think* ends.

Say, "I know which one is a rooster," and ask whether the word used means "nothing" or "to think"? Say, "He has no hen," and ask which word is meant? Have oral and written exercises to teach these forms. Review the sounds on the Sound Board.

LESSON XLIII. $\grave{a}, \grave{a} = \bar{o}$.

What, asked, was, past, watch, last, clasp, ask.—Another sound of \bar{a} is here introduced, called *short Italian a*, marked \grave{a} . The vowel \bar{a} has this sound when followed by *ss, sk, sp, st, ff, ft*,

th, and in a few words when followed by *nce* and *nt*: as *pass*, *ask*, *clasp*, *last*, *staff*, *graft*, *path*, *dance*, *pant*. But the words in which *w* precedes *a* are exceptions.

This short Italian *a*, one of the finest sounds of our language, is merely a shortened, or brief, sound of the Italian *a* (*ā*), and an intermediate sound between the very broad *ā* in *father*, and the very narrow or short *ǎ* in *at*.

To learn the sound of *ǎ* pronounce the word *are*, in which *a* has the regular Italian sound, and observe very carefully the first sound uttered; and having uttered this sound (*ā*), try to give a shorter sound of the same kind verging toward short *a* (*ǎ*). The lips and teeth are not so widely separated as in the utterance of Italian *a* (*ā*).

Write *ā* and have the sound of *a* in *are* given—erase one of the dots and tell the children to give the same sound but make it a little shorter. Call their attention to the change in the position of the lips and teeth. Have *ā* and *ǎ* sounded alternately until the children are able to distinguish between the two sounds, and to utter them correctly when called upon.

Place *ǎ* with the other sounds of *a* on the Sound Board. For reference, place the table of letters before which this sound occurs (found on page 69) on the Sound Board. Tell the children that *a* is short Italian when followed by these letters, if it is not preceded by *w*. Do not have the children commit this list to memory, but when a word appears in which *a* is followed by any of them, let them look at it to determine which sound to give. They will gradually learn when to use this sound, if the teacher gives it special attention both in reading and in conversation. Praise the child who pronounces correctly a word containing this sound. The mere knowing that it is a difficult sound to utter will make the children ambitious to master it. Be *very careful* that the sound verges toward short *a* (*ǎ*).

Ȧ is an equivalent of short *o*. The vowel *a* usually has this

sound when it is preceded by *w* or *wh*, and not followed by *r*; as, *was*, *what*, *watch*. Write $\text{a} = \text{ö}$ on the Sound Board.

In developing *grandpa*, the vowel *a* is short because there are more consonants than one between it and the next vowel; *a* final has the Italian sound (ä). The remaining words are easily developed.

What—*a* = ö because it is preceded by *wh*—*wh-a-t*.

Asked—*a* has the short Italian sound, because it is followed by *sk*; *ed* sounds like *t*, because it is preceded by a *breath* consonant—*ä-s-k-t*.

Past—*a* has the short Italian sound, because it is followed by *st*—*p-ä-s-t*.

O'clock—teach that this is a contraction of *on*, or of *the clock*.

Was and *watch*—*a* = ö , because it is preceded by *w*—*w-a-s*, *w-a-ch*.

While—*i* is long because it is followed by final *e*—*wh-i-l*.

Showed—*ow* = ö —*sh-öw-d*.

Last—*a* is short Italian, because it is followed by *st*—*l-ä-s-t*.

Monday—*o* = ö —*m-ö-n-d-ay*.

Clasp—*a* is short Italian, because it is followed by *sp*—*e-l-ä-s-p*.

Can't—*a* is short Italian, being followed by *nt*—*e-ä-n-t*.

Insist upon the proper pronunciation of words containing *ä*. Use *grasshopper*, *passed*.

Use the words in the list in short sentences having words containing other sounds of *a*.

Do not neglect allowing the children a few moments for silent reading, before calling for oral reading. Instead of having every sentence read orally, after it has been silently read have the thought given. Question the children to ascertain whether they have gathered the thought.

SOUND DRILL.—Dictate the following words letter by letter, the children writing the letters as named, and pronouncing the words: *yesterday, border, playground, funny, half, wasp, remarkable, Edith.*

Dictate the sounds of the following words, the children writing the letters: *start, afternoon, poor, smoothly, oyster, throw, mask.*

Pronounce the following words and have them separated into their elementary sounds, writing the letters as the sounds are uttered: *hiding, flow, next, boiler, hood, sharp.*

Have the following words marked: *bāskĕt, wālnŭt, wĭndŷ, shōōt.* Change the marks and have the words pronounced as marked.

Review singly all the sounds on the Sound Board. Ask for all the sounds of *a*, and the equivalents of *ā*; the sounds of *e*, and the equivalents of *ē*; the sounds of *o* and equivalents of *ō*. Ask, When is *a* Italian? When short Italian? etc.

LESSON XLIV. \underline{n} = ng, ϕ = ōō.

Drink, could, drank.—When followed by *g, k* (also *e* and *sq*), and *x, n* sometimes sounds just like the elementary sound *ng*, taught in Lesson XIII.

Place \underline{n} = ng on the Sound Board.

Teach ϕ = ōō, and place it on the Sound Board.

Crow—ow = *ō—e-r-ōw.*

Pitcher—the vowel *i* is short, because there is more than one consonant between it and the next vowel—*p-ĭ-ch-ēr.*

Drink, drank—*n* sounds like *ng* because it is followed by *k*—*d-r-ĭ-n-k, d-r-ă-n-k.*

Water, a = *a—w-a-t-ēr.*

Could, o = *ōō—e-o-d.*

Teach *could*, *would*, and *should* at the same time.

Write,

The crow could not fly.

Have *could* developed and the sentence read.

Erase *c* of *could* and write *w* forming **would**. Have the sentence read.

Erase *w* of *would* and write *sh* forming **should**. Have the sentence read.

Show that in these three words *-ould* is retained, and use the words in numerous script sentences.

If all previous work has been thoroughly done, the children will have no trouble in developing the remaining new words.

Question the children concerning the meaning of the fable which forms the basis for this lesson. Have them tell the story in their own words.

Use some of the words of the lesson for both slate and board work.

Have a general review of all sounds taught, using them in words in sentences. Use *geranium*, *oatmeal*, *umbrella*.

When you find the children are unable to recall any reason you have given for the sound of a vowel in a word, just throw out a hint or two and you will find that they will act on it.

LESSON XLV.

No new sounds or equivalents are used in this lesson, all the new words used being composed of sounds and equivalents previously taught.

Ringer—*r-ing-ēr*.

Farmhouse—*ar = är-f-är-m-h-ou-s*.

Bell—*e* is short, because it is followed by a double consonant—*b-ē-l*.

Rung and *rang*—*u* and *a* are short, because they are followed by more than one consonant—*r-ŭ-ng*, *r-ă-ng*.

Family—*a* is an exception and is short—*f-ă-m-ŭ-l-ŷ*.

Dinner—*i* is short because it is followed by a double consonant (*nn*)—*d-ŭ-n-ēr*.

Gray—*ay* sounds like *ā*—*g-r-ay*.

Always—*a* is broad, and *ay* sounds like *a*—*ā-l-w-ay-s*.

Puss—*u* = *ōō*—*p-ŭ-s*.

Shut—*u* is short because there is no silent *e*—*sh-ŭ-t*.

Rooms—*oo* sounds like *ōō* because it is not followed by *d* or *k*—*r-ōō-m-s*.

Open—*o* is long, because there is but one consonant between it and the next vowel—*ō-p-ē-n*.

Door—*oo* = *ō*—*d-ōo-r*.

Hearing—*ea* sounds like *ē*—*h-ēa-r-ing*.

Ring—*ing*—*r-ing-ing*.

Poor—*oo* sounds like *ōō* because it is not followed by *d* or *k*—*p-ōō-r*.

Hungry—*u* is short because there are more consonants than one between it and the next vowel—*h-ŭ-n-g-r-ŷ*.

Use *intelligent* and *animal* in script sentences.

LESSON XLVI. ǡw = ǡ, ěa = ě.

Hĕad, dĕad, strāw. Teach the children that *ea* is an equivalent of both long and short *e*, and that they will have to learn by experience which sound to give in words containing *ea*.

Aw is an equivalent of broad *a* (*ā*).

Write *ěa = ě*, *ǡw = ǡ* on the Sound Board, with the equivalents of *ē* and *ā*.

Lady—*a* is long because there is only one consonant between it and the next vowel—*l-ā-d-ŷ*.

Ate—*a* is long because silent *e* is found at the end—*ā-t*.

Each—*ea* sounds like *ē*—*ēa-ch*.

Below—*e* is long because there is only one consonant between it and the next vowel—*b-ē-l-ōw*.

Head—*ea* sounds like *ē*—*h-ēa-d*.

Stayed—*ay* sounds like *ā*—*s-t-ay-d*.

Hind—*i* is long because it is followed by *nd*—*h-ī-n-d*.

Nail—*ai* sounds like *a*—*n-ai-l*.

Dead—*ea* sounds like *ē*—*d-ēa-d*.

Peeped—*ee* sounds like *ē*, *ed* sounds like *t*, being preceded by a breath consonant (*p*)—*p-ee-p-t*.

Over—*o* is long because there is only one consonant between it and the next vowel—*ō-v-ēr*.

Stuffed—*u* is short, because it is followed by a double consonant; *ed* sounds like *t*, being preceded by a breath consonant—*s-t-ŭ-f-t*.

Were—*er* = *ēr*—*w-ēr*.

Straw—*aw* sounds like *a*, *s-t-r-aw*.

Use the words in the list in additional sentences; also, *caterpillar*, *strawberry*.

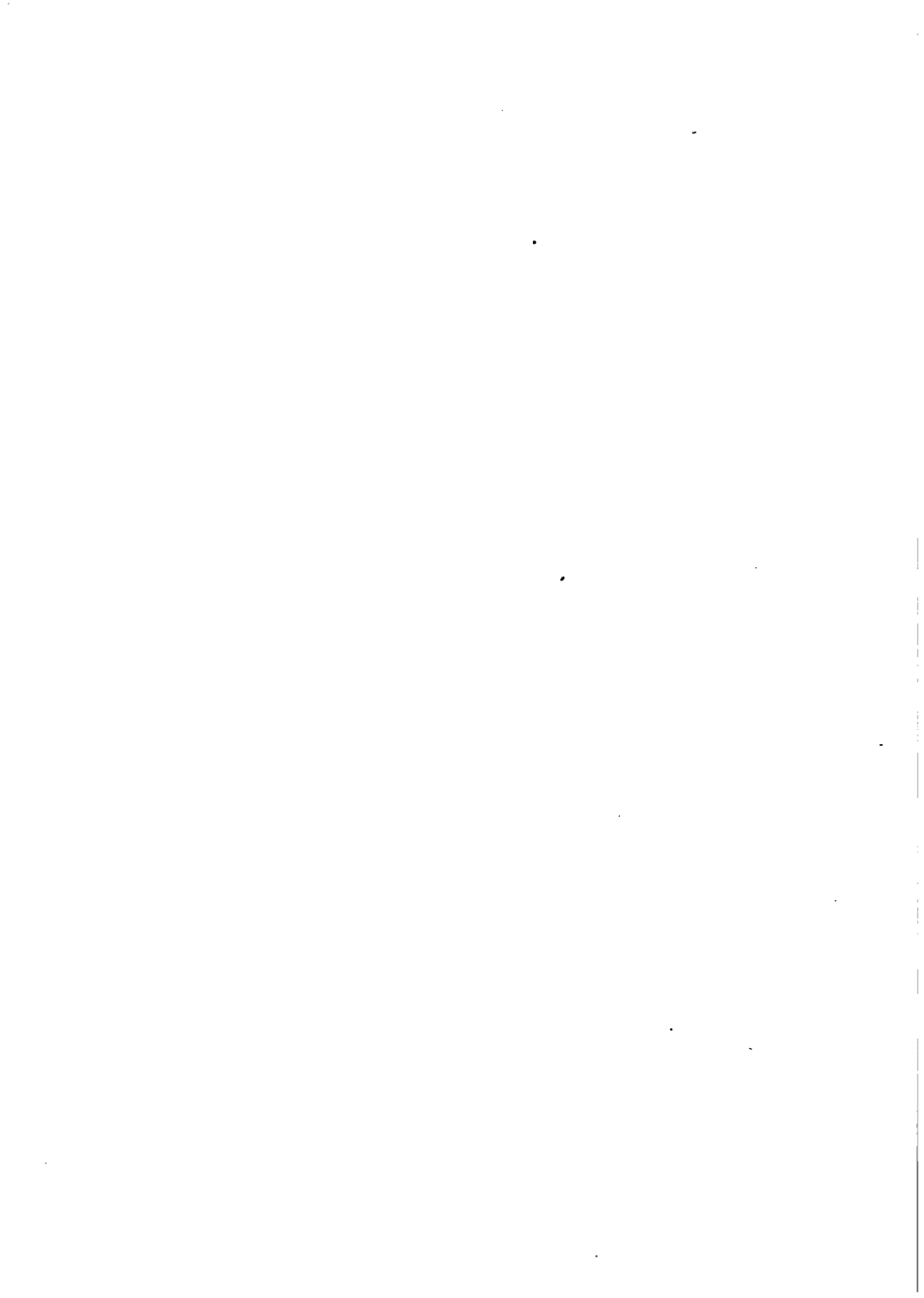
LESSON XLVII. Review.

This lesson needs no special instructions, and may be used for sight reading. It is expected that the slate and board work, sound reviews and supplementary reading, together with language lessons both oral and written, with special reference to the use of *has*, *have*, *is*, *are*, *saw*, *seen*, *was*, *were*, etc., have been kept up.

After this book has been completed, use a variety of supplementary reading cards for a month before placing regular readers in the children's hands.

The teacher may use for script reading *Æsop's Fables*, *Johannot's Natural History Series*, *Science Reader*, or a *First Reader*,

selecting a suitable lesson. The writer has for the past seven years made use of reading leaflets, fables, etc., and has found them indispensable in making independent readers. When the time comes for giving regular readers to the children taught according to this method, they read with much ease. In the eighth or ninth month of their first school year, they should be able to read in the *Second Reader* at sight. Nothing is gained by hurrying the children into readers.



RULES FOR PRONUNCIATION, SPELLING, ETC.

RULES FOR PRONUNCIATION.

VOWELS.

Long A (ā).

A is long in words of one syllable ending in *e*; as, *take*, *spade*. Exceptions: words ending in *re*; as, *care*, *dare*. *A* is also long when it is the only vowel and final letter of an accented syllable; as, *stable*, *baby*.

Short A (ă).

A is short in monosyllables not ending in *e*; as, *rat*, *sand*. Exceptions: words in which *r* follows *a* or *w* precedes it; as, *bar*, *want*.

Circumflex A (â).

When *a* in an accented syllable is followed by *r* and silent *e* (except in *are*), or the diphthong *ai* is followed by *r*, it has the sound of *a* in *fare*; as, *care*, *lair*. The addition of a verb inflection or the suffix *er* does not alter the sound of the *a*; as, *comparing*, *sharer*. But in an accented syllable, where the *r* is followed by a vowel, or another *r* in a word not a derivative, the *a* is usually short; as, *arable*, *tariff*, *barrel*, *tarry* (*delay*).

Broad A (a).

A is broad when followed by *ll* (except in *shall*), when followed by *ld*, *lk*, *lt*, and when *ar* (not followed by silent *e*) is preceded by *w*; as, *small*, *scald*, *balked*, *halt*, *swarm*. This sound is represented especially by *au* and *aw*, except when *au* is followed by *nt*; as, *daub*, *straw*.

Short Sound of Broad A (a = ǝ).

A preceded by *w* or *wh*, and not followed by *r*, sounds like short *o*; as, *watch*, *was*, *what*.

Italian A (ä).

A has the Italian sound when followed by *r* or *r* with another consonant (except when *w* precedes *ar*), and also when followed by *lv*, *lf*, *lm*, *th*, *unt*; as, *far*, *scarf*, *halve*, *calf*, *palm*, *father*, *taunt*.

In derivatives of words ending in *ar*, which double the *r* before a vowel, the Italian sound of *a* is retained; as, *tar*, *tarred*, *tarry*; *star*, *starry*.

Short Italian A (ä).

A has the short Italian sound when followed by *ff*, *ft*, *nt*, *nce*, *sk*, *sp*, *ss*, *st*, *th*, except when *w* precedes *a*; as, *chaff*, *after*, *ant*, *dance*, *task*, *clasp*, *pass*, *fast*, *bath*. *A* also has this sound when found at the end of a word or unaccented syllable; as, *mamma*, *idea*, *marauder*, *malign*.

Ai, Ay.

In accented syllables, *ai* and *ay* sound like long *a*, except in the words *said*, *again*, *against*, *says*; as, *tail*, *daily*, *Raymond*, *payment*. In unaccented syllables, *ai* sounds usually like short *i*; as, *mountain*, *fountain*, *porcelain*, *certain*. Exceptions: *plantain*, *quintain*, *cordwain*, etc.

Long E (ē).

E is long in words of one syllable ending in *e*; as, *here*, *mete*, *sere*. Exceptions: *where*, *there*, *ere*, *were*. When it is the last letter and only vowel in a word or accented syllable, it is long; as *he*, *she*, *regal*.

Short E (ĕ).

E is short in words of one syllable not ending in *e*; as, *bed, step, when, send, bell.*

Circumflex E (ê.)

E before *r* followed by silent *e*, and *ei* and *ea*, sometimes sound like *a* in *care*; as, *where, there, ere, heir, their, bear, tear (rend).*

Final E.

Silent *e* at the end of a word or syllable makes the preceding vowel long; as, *cape, like, boneless.* The absence of final *e* shows that the preceding vowel is short; as, *bat, pet, knit, not, rug.*

Er (ĕr).

When *e* occurs in accented syllables before *r* not followed immediately by a vowel or another *r* in the following syllable, it verges toward the sound of *u* in *urge*; as, *verge, prefer, fertile, perfect.*

Ed = t.

In words of one syllable, *ed* following a breath consonant sounds like *t*; as, *snapped (snapt), looked (lookt).*

Double E (ee) = ē.

Double *e* sounds like long *e*, except in the word *been*; as, *seed, sheep, week.*

Long I (ī).

I is generally long in words of one syllable ending in *e*; as, *mine, strike, bite.* It is also generally long when followed by *ld, nd, or gh*, and when it is the only vowel and last letter of an accented syllable; as, *wild, find, light, reliable, idle.*

Short I (ĭ).

I is short in monosyllables not ending in *e*, except those that end in *ld*, *nd*, or *gh*; as, *hit*, *which*, *brick*. When final in an unaccented syllable, it generally has the short sound; as, *direct*, *philosophy*. But in the initial syllables *i*, *bi*, *chi*, *cli*, *cri*, *pri*, *tri*, when unaccented, the *i* is long, though slightly abridged; as, *idea*, *biology*, *chimera*, *climatic*, *criterion*, *privation*, *trifurcate*.

I (ĭ) = ĕ.

Before *r* followed by a consonant in the next syllable and *r* or *rr* in monosyllables, *i* has the sound of *e* in *fern*; as, *virtue*, *bird*, *whirr*.

I (ĩ) = ē.

I sounds like long *e* when followed by *que* and *ce* in accented syllables; as, *clique*, *critique*, *police*. *I* also has this sound in *machine*.

Long O (ō).

O is long in words of one syllable ending in *e*; as, *bone*, *home*, *stove*. It is long when followed by *ld*, and when it is the only vowel and last letter in a word or accented syllable; as, *old*, *scold*, *no*, *so*, *stony*.

Short O (ö).

O is short in words of one syllable not ending in *e*, except those that end in *ld*; as, *hot*, *dog*, *drop*, *rock*, *cost*, *pond*.

O (ó) = ŭ.

In unaccented syllables ending in a consonant, *o* verges toward the sound of short *u*; as, *ribbon*, *purpose*. This sound is also found in *son*, *done*, *mother*, *other*, *brother*, etc.

Circumflex O (ô).

O in accented syllables before *r*, not followed by a vowel or another *r*, has the sound of *a* in *call*; as, *for*, *storm*, *orchard*.

Long Double O (oo).

Double *o* is long when not followed by *d* or *k* or preceded by *w*; as, *soon*, *shoot*, *broom*.

Short Double O (o).

Double *o* is short when followed by *d* or *k* or preceded by *w*; as, *hood*, *cook*, *wool*.

Long U (ū).

U not preceded by *r* is long in words of one syllable ending in *e*; as, *pure*, *mute*, *tube*. It is also long when it is the only vowel and the last letter of an accented syllable; as, *dutiful*, *revolution*.

Short U (u).

U is short in words of one syllable not ending in *e*, except in words in which *r* follows *u*; as, *bug*, *run*, *rush*, *luck*, *trunk*, *tusk*.

Circumflex U (û).

When followed by *r*, *u* has the sound of *e* in *fern*; as, *lurch*, *church*, *spur*, *pur*, *bur*. Exception: *lure*.

U (u) = oo.

Preceded by *r* in the same syllable or in a monosyllable ending in silent *e*, *u* sounds like long *oo*; as, *rumor*, *rude*, *rune*.

Y.

When not the initial letter of a word or syllable, *y* is a vowel, and sounded as *i* would be in the same position; as, *try*, *crystal*. At the end of an unaccented syllable, it is generally short; as, *pony*, *baby*.

CONSONANTS.

Silent B.

B is silent when preceded by *m* or followed by *t* in the same syllable; as, *climb*, *subtle*, *doubt*.

Soft C (ç) = s.

C generally sounds like *s* when followed by *e*, *i*, or *y*; as, *center*, *cider*, *cypress*.

When *ce*, *ci*, *si*, *ti*, *xi*, are preceded by an accented syllable and followed by a vowel, they sound like *sh*. This sound forms one syllable with the following vowel, which (if not *e*) usually sounds very much like short *u*; as, *ocean*, *conscious*, *social*, *ancient*, *mansion*, *partial*, *nation*, *gentian*, *patient*, *anxious*. But when *ti* follows *s* it has the sound of *ch*; as, *digestion*, *question*.

Hard C (c) = k.

When not followed by *e*, *i*, or *y*, *c* sounds like *k*; as, *caterer*, *Congo*, *cuticle*.

Ch (ch) = k.

When *ch* is followed by *l* or *r*, *h* is silent and the *c* is hard; as, *Christian*, *chromo*.

Soft G (ğ) = j.

G generally sounds like *j*, when it is followed by *e*, *i*, or *y*; as, *page*, *ginger*, *gymnasium*.

Gh.

Gh is usually silent when preceded by *i*, or followed by *t*; as, *nigh*, *fought*. At the beginning of a word, it sounds like hard *g*; as, *ghost*, *gherkin*. In other positions, it generally sounds like *f*; as, *rough*, *enough*.

Silent H.

H is silent after *g* or *r* initial, and when preceded by a vowel in the same syllable; as, *ghost*, *gherkin*, *rhyme*, *rhetoric*, *John*, *Jehovah*.

K.

K initial is silent when followed by *n*; as, *knob*, *knife*, *knavery*, *knowledge*.

L.

L is silent in *would*, *could*, *should*, *alms*, *balm*, *calm*, *palm*, *palmer*, *psalm*, *salmon*, *almond*, *half*, *halve*, *behalf*, *calf*, *calves*, *salve*, *balk*, *chalk*, *calk*, *talk*, *stalk*, *walk*, *folk*, *yolk*, and similar words with their derivatives.

L, in an unaccented following an accented syllable, often performs the office of a vowel; as, *battle*, *couple*, *evil*.

Silent M.

M is silent when it precedes *n* in the same syllable; as, *mne-monics*, *Mnemosyne*.

Silent N.

N final is silent after *l* or *m*; as, *solemn*, *hymn*, *kiln*, *psalm*.

N (n) = ng.

N generally sounds like *ng* when followed by *g*, *k* (or the equivalents of *k*), and *x*; as, *hunger*, *bank*, *uncle*, *anxious*.

Silent P.

P initial is silent when followed by *n*, *s*, or *t*, or when between *m* and *t* in the same syllable; as, *pneumonia*, *psalm*, *ptarmigan*, *tempt*, *prompt*.

S (s) = z.

S sounds like *z* when it follows any consonant except *f*, *k*, *p*, or *t*; as, *dogs*, *nails*, *cars*. It also generally has this sound when it follows a vowel; as, *wise*, *rouse*.

Silent T.

T is silent before *ch*; as, *watch*, *fetch*, *latch*. It is also silent in the ending *ten*, and in *tle* after *s*; as, *often*, *soften*, *listen*, *fasten*, *bustle*, *wrestle*, *whistle*.

Th.

Th generally has the *breath* sound (*th*) at the beginning and at the end of words; as, *things*, *thanks*, *theater*, *wrath*, *bath*, *breath*. Exceptions: *the*, *thy*, *with*, *they*, *them*, *their*, *these*, *those*, *this*, *that*.

Th generally has the voice sound (*th*) when it occurs between two vowels, or at the end of verbs; as, *heathen*, *smother*, *wither*, *bequeath*, *breathe*.

Nouns in which the singular ends in *th* usually preserve the breath sound in the plural; as, *death*, *deaths*. But in the following plurals *th* is vocal: *baths*, *laths*, *cloths*, *mouths*, *oaths*, *paths*, *wreaths*.

W.

W is a consonant when it begins a word or syllable; as, *wise*, *unwound*. *W* initial is silent when followed by *r*; as, *wrong*, *write*.

X = ks.

X sounds like *ks* when it is in an accented syllable, or is not followed by the vowel of a succeeding accented syllable; as, *wax*, *exit*, *exclaim*.

X = gz.

X sounds like *gz* when followed by a vowel, or by silent *h* and a vowel, of an accented syllable; as, *exact*, *exist*, *exotic*, *exhaust*, *exhort*.

X = z.

X initial sounds like *z*; as, *Ximena*, *Xenophon*, *Xerxes*, *Xavier*, *Ximenes*.

Y.

When *Y* begins a word or syllable it is a consonant; as, *yeast*, *beyond*.

In words of more than one syllable, the first vowel is generally long when there is but one consonant between it and the next vowel, and short when there are two or more consonants between it and the next vowel, or when followed by a double consonant; as, *paper*, *fever*, *winter*, *remember*, *dinner*. Exceptions: *medal*, *habit*, *Bible*, etc.

RULES FOR SPELLING.

MONOSYLLABLES ENDING IN *F*, *L*, OR *S*.

Monosyllables ending with *f* or *l*, preceded immediately by a single vowel, generally double the final letter. Examples: *staff*, *cliff*, *toll*, *cuff*, *bell*, *shall*, *pill*, *pull*. Exceptions: *clef*, *if*, *of*, *pul*, *nil*, *sol*.

Monosyllables ending with *s*, preceded immediately by a single vowel, generally double the *s*, except when used to form the possessive case or plural of nouns, or the third person singular of verbs. Examples: *brass*, *floss*, *hiss*, *dress*, *fuss*. Exceptions: *as*, *gas*, *yes*, *gris*, *his*, *this*, *pus*, *plus*, *thus*, *us*.

Monosyllables ending with a consonant sound immediately preceded by a diphthong or digraph, seldom double the final letter. Examples: *waif*, *deaf*, *howl*, *soul*, *toil*, *reel*, *pool*. Exceptions: *gneiss*, *speiss*. *Guess* is only an apparent exception, because the *u* does not really unite with the *e*, but only serves to render the *g* hard.

FINAL *K* SOUND.

Monosyllables ending with the sound of *k*, not preceded by a long vowel sound, represent the sound by *ck*. Examples: *back*, *neck*, *stick*, *dock*, *luck*. Exceptions: *bac*, *lac*, *sac*, *tac*, *tal*, *zinc*, *ploc*, *roc*, *soc*, *arc*, *marc*, *orc*, *disc*, *fisc*.

Words of more than one syllable ending in the sound of *k*, preceded by *i* or *ĩă*, end in *c* without *k*. Examples: *public*, *maniac*, *music*, *elegiac*, *zodiac*. Exception: *derrick*.

Words of more than one syllable ending in the sound of *k*, preceded by any other sounds than *t* or *tă*, end in *ck*. Examples: *barrack*, *hammock*, *hillock*, *buttock*, *cassock*. Exceptions: *almanac*, *rebec*, *manioc*, *havoc*.

When derivatives are made from words ending in hard *c*, by adding a termination beginning with *e*, *i*, or *y*, the letter *k* is inserted after *c* to prevent the *c* being made soft. Examples: *traffic*, *trafficking*; *physic*, *physicking*.

DOUBLING OF FINAL LETTERS IN DERIVATIVES.

When a monosyllable, or final accented syllable, ends with a single consonant (except *h* or *x*), preceded by a short vowel sound not represented by a digraph, the final consonant is doubled when an additional syllable is added beginning with a vowel sound. Examples: *pat*, *patting*; *let*, *letting*; *begin*, *beginning*, *beginner*; *rob*, *robber*; *rub*, *rubber*. This is to prevent the vowel from being pronounced long in the derivative words. Exceptions: the derivatives of *gas* (save *gassing* and *gassy*), *inferable*, *transferable*.

That class of derivatives in which, though the primitive word is accented on the final syllable, the accent is thrown back upon a preceding syllable, forms exceptions to the above rule. Examples: *cabal'*, *cab'alism*, *cab'alist*; *refer'*, *ref'erence*; *defer'*, *defer'ence*; *confer'*, *con'ference*. The final *l* of the primitive words, although not accented on the final syllable, is doubled in the following derivatives, because the foreign words from which the longer words are directly derived contain two *ll*'s: *tranquillity*, *chancellor*, *metalloid*, *metallurgy*, *crystalline*, *crystallize*. The *English* derivatives of *tranquil*, although often written with two *l*'s, are better written with one; as, *tranquilize*, *tranquilizer*.

The final consonant of a word is not doubled in derivatives, when it is preceded by a diphthong or digraph, when the word

ends with more than one consonant, or when the accent of the primitive word ending in a single consonant is not upon the final syllable. Examples: *bemoan, bemoaning* ; *devour, devouring* ; *depend, depending* ; *travel, traveling*.

The final consonant of a few words ending in *g* is doubled before a termination beginning with *e, i,* or *y*, to prevent the *g* from having the soft or *j* sound. Examples: *bag, baggy* ; *lag, lagging, lagged*.

FINAL SILENT *E*.

Monosyllables ending with a single consonant, preceded by a single long vowel sound, take final *e*. Examples: *ate, here, time, rope, tune*.

Derivatives of words ending in silent *e* generally retain the *e* when the termination begins with a consonant. Examples: *lame, lameness* ; *fine, fineness* ; *lone, lonely* ; *demure, demurely*. Exceptions: *wholly, nursling, wisdom, abridgment, acknowledgment, lodgment, judgment*. But when final *e* is immediately preceded by another vowel, the *e* is frequently dropped. Examples: *due, duly* ; *woe, woful* ; *argue, argument* ; *true, truly* ; *awe, awful*.

Derivatives of words ending in silent *e*, formed by adding a termination beginning with a vowel, usually drop the *e*. Examples: *climate, climatic* ; *rhyme, rhyming* ; *shape, shaping*. Exceptions: (to prevent mispronunciation) *hoeing, shoeing, toeing* ; (to prevent confusion with other words) *dyeing, singeing, springeing, swingeing, tingeing*.

When final *e* of the primitive word stands immediately after *c* or *g*, and the derivative termination begins with *a* or *o*, the *e* is retained to keep the *c* or *g* soft. Examples: *noticeable, manageable, advantageous, mortgageor*.

Words ending in *ee* retain both *e*'s when *ing* or *able* is added. Examples: *see, seeing* ; *agree, agreeable*.

FINAL *IE* AND *Y*.

Words ending in *ie* form derivatives in *ing* by dropping the *e* and changing *i* to *y*. Examples: *die, dying*; *lie, lying*; *vie, vying*; *tie, tying*.

Words ending in *y* preceded by a single consonant change the *y* to *i* when a syllable is added not beginning with *i*. Examples: *tidy, tidiness, tidily*. Exceptions: adjectives of one syllable ending in *y* preceded by a consonant; as, *shy, shyness, shyly, shyest* (*drier* and *driest* follow the rule). Derivatives formed by adding *ship*; as, *secretaryship, ladyship*. Derivatives formed by adding *like*; as, *ladylike, countrylike*.

Derivatives formed from words ending in *y* preceded by a vowel usually retain the *y*. Examples: *player, strayer, strayed, buyer, buying, glueyness*. Exceptions: *daily, laid, paid, said, saith, slain, staid, gaiety, gaily, dewiness*.

FORMATION OF THE PLURAL OF NOUNS.

The plural of nouns is usually formed by adding *s* to the singular; as, *tongue, tongues*; *apple, apples*; *button, buttons*.

When a noun ends with a sound (*ch, sh, s, x, or z*) that can not unite in pronunciation with the sound of *s*, form the plural by adding *es*; as, *church, churches*; *wish, wishes*; *omnibus, omnibuses*; *box, boxes*; *waltz, waltzes*.

A few words ending in *o*, preceded by a consonant, form their plurals by adding *es*; as, *tomato, tomatoes*; *echo, echoes*; *motto, mottoes*; *calico, calicoes*; *potato, potatoes*; *cargo, cargoes*; *embargo, embargoes*; *hero, heroes*; *volcano, volcanoes*; *negro, negroes*; *motto, mottoes*; *buffalo, buffaloes*; *tornado, tornadoes*.

Words ending in *y*, preceded by a consonant, form their plurals by changing *y* into *i*, and then adding *es*; as, *city, cities*; *butterfly, butterflies*; *cherry, cherries*; *pony, ponies*.

Some nouns ending in *f* or *fe* form their plurals by changing *f* or *fe* into *ves*; as, *leaf, leaves*; *knife, knives*; *loaf, loaves*; *wife, wives*; *life, lives*; *sheaf, sheaves*; *beef, beeves*; *thief, thieves*; *calf, calves*; *half, halves*; *elf, elves*; *shelf, shelves*; *self, selves*; *wolf, wolves*; *staff, staves* (or *staffs*); *wharf, wharves* (or *wharfs*).

Proper nouns ending in *y* generally form the plural by adding *s*; as, *the Marys*. But some, frequently used, change *y* into *i* and add *es*; as, *Alleghanies*.

In loose compounds, formed of a noun qualified by an adjective or phrase, the plural is formed by making the noun plural in the regular way. Examples: *son-in-law, sons-in-law*; *court-martial, courts-martial*. But where the adjective is so closely bound to the noun as to form one word with it, the plural is formed regularly. Examples: *spoonful, spoonfuls*; *cupful, cupfuls*; *handful, handfuls*.

DERIVATIVES FORMED WITH PREFIXES.

In derivatives formed by prefixing one or more syllables to a word ending in a double consonant, both consonants are commonly retained. Examples: *rebuff, recall, foretell, enroll, fulfill*. Exception: *until*.

PRACTICAL CAUTIONS.

When the adjective *full* is made a syllable of a derivative word, it is spelled with but one *l*, *ful*. Examples: *graceful, useful, careful, painful*.

The letter *v* is never doubled except in *navvy*.

Words beginning with *el, em, or en* are frequently misspelled by doubling the *l, m, or n*. There are very few words in which these initial syllables occur with their final consonants doubled,

the chief being, *ellebore, ellipse, ellipsis, ellipsoid*, and their compounds; *emmet, Emmanuel, emmarble, ennoble, ennui*.

The *s* of the prefixes *dis* and *mis* is never doubled before root words beginning with a vowel. Examples: *disobey, disembark, misunderstand, misapply*. When there is an apparent doubling, it is because the following syllable begins with the same letter. Examples: *misspell, dissent, dissect*.

The prefixes *de, pre, pro*, and *re* are never followed by double consonants. Examples: *defer, preference, rebel*.

The ending *cal* and usually the ending *fy* are preceded by *i* (not *e*); as *comical, inimical, purify, modify*.

In words where the digraph *ie* or *ei* (= *ē*) occurs, *ie* is used, unless it is immediately preceded by *c*. Examples: *siege, relieve, chief, conceit, receipt, receive*. Exceptions: *seize, either, neither, weird, leisure, inveigh, inveigle, species, weir, gneiss, speiss*.

ADDITIONAL LANGUAGE WORK.

At least ten minutes each day should be given to the subject of oral language. Place a familiar object, as a hat, pencil, or orange, in a child's hands and have him talk about it. Teach him to observe accurately, and to tell just what he sees. Exercise as many of the five senses in each case as possible. Question him and the rest of the class concerning the object. Let the child holding the object question his classmates, and when an answer has been given, teach him to express his approval or disapproval by saying, "That's right, John," or, "No, John, I don't think so; do you, Miss ——?" (addressing the teacher). Of course the teacher will decide all disputed questions, and give information concerning the object.

Gradually teach the children shapes and colors; such quality words as *hard, soft, smooth, rough, heavy, light, useful*; distinctions between the animal, vegetable, and mineral kingdoms. Have the children tell what are the particular uses of any object. Each time an object is talked about, have some of these points brought out, and let the children also give any other information concerning the object which they may possess.

In teaching a new term, be sure the children have gained the idea before teaching the word which is the sign. For instance, before teaching the word *sphere*, be sure that the children have a clear idea of the form; before teaching the word *yellow*, be certain that they can recognize the color.

Once in a while let the children bring something from home to talk about. Substitute a picture for an object, have it de-

scribed, and a story imagined. Show them what you mean by imagining a story, and you will find that they will soon learn how to do it. But in the *description* of a picture, teach them to tell *just what they see and nothing else*—to describe accurately.

Ask one child to tell about the little baby at his house; tell others to go into the hall or another room, or to look out of the window for a few moments, and then tell what they have observed.

Read or relate a short story, and call upon a child to repeat what he can remember in his own words. If his expressions are faulty, correct him.

Praise the children for the weakest attempts at expression, and you will discover that, after they find that they are encouraged to talk as freely as when on the playground, they will have a great deal to say. Later, when they are told to write a description or to reproduce a story, they will not lack for words to express their thoughts, but will write as naturally as they talk.

When the class has reached about Lesson XXX. in this book, teach them to write single sentences about the object or picture used for oral language. Suppose a child, describing a picture, should say, "I see a flag." Ask another child to write this sentence on the board. The child will write *I see a —*, but not know how to write *flag*. This he will analyze into its elementary sounds, writing the letters as he does so. Having received the teacher's approval, he should read and punctuate the sentence. Then let the description of the picture or object continue. One sentence, and later two, written in this way will be sufficient. Select very simple sentences for this work, and *under no circumstances* allow an incorrect form to be left on the board.

Suppose an apple is given to a child, and among other things he says, "It has the shape of a sphere." Have another child

write this sentence, and when he reaches the word *shape*, have the letters written as the word is analyzed. Lead him to see that since the vowel sound is long, silent *e* must be written. Train the children to discover for themselves when a silent letter should be written. As the child analyzes *sphere* and starts to write the letters, he will naturally want to write *sf*. Say, "You have the right sounds represented, but in this word you must use something else that sounds like *f*." If *ph* = *f* has not as yet been taught, teach it now, and place it on the Sound Board. Have silent *e* (the reason having been given) written before the chalk is lifted from the board.

This writing of single sentences should be continued until the lessons of this book have been completed, when the writing on slates or paper of connected sentences describing objects, or *reproduction*, should be commenced.

Let us take for the subject of our first story a *knife*. Ask the boys whether they haven't something in their pockets they would like to write about. A boy produces a knife. Let him talk about it, first describing it as a whole, then telling its parts and use. Then lay the knife where all can see it, and tell the children you want them to write on their slates just what they would say if they were *talking* about the knife.

The first thing to be taught is how to write the title of the story. Ask the children what they are going to write about. "A knife" will then be the subject. Tell the children that the name of what they write about is the *title* of the story, and that the title must be written at the head. Have them go to the board to write the title before attempting it on their slates. Tell them that both words in the title must be begun with capital letters.

When the children come to analyze the word *knife*, they will very likely write *n* as the first letter. Say that there is a silent letter in this word before *n*, and ask what consonant is always

silent before *n* (*k*). When the words are written, have a period placed after the title. After every child has written the title correctly on the board, erase all but the one best written, and have the class copy the title on their slates.

Do not allow any careless work on the board or slates. Have each child do his very best at all times.

Ask a few children severally to give orally one original sentence about the knife, until quite a variety of sentences have been given. Then have the children write on their slates a sentence about the knife. Tell them that they may write whatever they wish; that if any one of them wants to use a word he is not sure he can write, he must try to write it on the board first, so that you can tell him when it is correct, and he can copy it accurately on his slate.

For instance, a child starts to write, *The knife is made of bone and steel*. When he reaches *steel*, not being quite sure of the correct form, he should at once go to the board to develop the word. If, when he has written it (probably as *stele*), the teacher shakes her head *no*, he should try again (using an equivalent of *ē* and writing *steel*). Upon receiving an approving nod, he should hurry to his seat and copy the word on his slate. He should then silently read the sentence, punctuate it, and start another.

Suppose another child wishes to use the word *small*, and sounding the word writes *smal*. Call attention to the fact that, when a monosyllable ends with the sound of *l* and the *a* sounds broad, the *l* sound must be represented by *ll*. The rules, or reasons, used in learning to pronounce words in the reading lessons are thus brought into practice in developing the orthography of words.

Suppose the word *table* is desired. The child writes *tabl*. Ask him to pronounce the word; to tell how many syllables it has. (Two.) Ask, Since it has two syllables, how many vowels

must the word contain? (Two.) How many vowels have you written? (One.) Each syllable must contain one vowel sound, and *e* must be added. Drill the class thoroughly upon the fact that a syllable sounding like *l* (the sound) must always be written *le*.

If the word *cutting* is wanted it will probably be written *cuting*. Ask, How does the vowel *u* sound? If it is short, how many *t*'s ought there to be, since the next syllable begins with a vowel?

If a child tries to write *mineral* for the first time, and writes two *n*'s, just say that this word is an exception to the rule, and he will erase one *n*.

If each child writes an original sentence containing a new word-form, at the close of fifteen minutes there will be quite a variety of words on the board. Let these remain while the children are writing.

Teach the children to *know* when they do *not* know a word, and, for some time, encourage them to go to the board for nearly every word they use.

Should an incorrect form be found on a slate, or allowed to remain on the board, do not pass it over lightly. Praise those children who first wrote unfamiliar words on the board and waited for the teacher's approval before attempting to write them on their slates. A child will sometimes place the correct form on the board, and not transfer it accurately to his slate.

Examine the slates while the children are writing and correct errors; give special attention to dull pupils. Allow a few minutes for the children to look over their work, after which have two or three children read from their slates.

During the first week of story-writing, use the same subject every day; after that, a new subject should be taken each day. If the same subject is used for succeeding days the sentences should be varied.

If, after having once developed the orthography of a word, a child wishes to use it and is not entirely sure of its form, have him develop it on the board just as if he had never done so before. By doing this over and over, the correct forms will be more forcibly impressed on the child's mind than in any other way. The child's great desire to know the form of a word he wishes to use and has immediate need of, helps him to remember the correct form when once developed.

Of course, words will occur in which no rule will help, but very often a hint concerning some similar word will be of assistance. There are numerous classes of words of which part of the spelling will have to be told to the child; but, before this is done, be quite sure that he can not develop them for himself after a hint or two has been given. Suppose the child has at a previous lesson developed the form of *thought*, and wishes to use *bought*. Ask whether he does not know another word that sounds very much like *bought*. If he can not recall it, use the word in a sentence for him and have him write it. Then let him try *bought*.

If this exercise in story-writing and orthography is continued from day to day, at the end of a month the children will be able to write compositions, covering both sides of an ordinary-sized slate.

By the constant use of common words, their forms become fixed in the children's minds, and the necessity for developing words on the board will gradually decrease, until an entire story can be written without such help.

The writing of direct quotations can easily be introduced, by having the children incorporate into the story the exact words used by the teacher or a pupil in regard to the object. Do not attempt this until the second month of these exercises.

In the second month, the written reproduction of a story read or told may be commenced, alternating with the description of

objects. Very simple stories should be selected at first. The following will serve as an example :

"Mary and Ned go to ——" (Name the school the children attend.) "When they go home at noon, old Rover wags his tail and barks as loud as he can. He is very fond of the children."

Tell the children to write just as much as they can remember, and to be sure to go to the board for unknown word-forms. After they have written what they can remember, let them write what they think about the dog, and why he wags his tail and barks. As the children grow more proficient in both descriptions and reproductions, *Æsop's Fables*, or any story within their comprehension, may be used for reproduction.

Do not hurry or crowd the children with this work ; go slowly and thoroughly. It is astonishing how much a child can write, and wishes to write, after he has learned *how* to write. A second, often a third, double slate is required. He never tires of this work, but considers it a special privilege to be allowed to write just what he pleases about a given subject, knowing that when a new word-form occurs the teacher will come to his help if he but makes an honest attempt. If he spends a few moments at the board, the difficulty is solved ; he hurries to his seat with a radiant face. He must hurry, there is so much he wishes to write. How the little folks do enjoy this freedom of expression, both oral and written ! They tell of things they have at home similar to the subject of the exercise, where they were obtained, what mamma and papa have, what they are going to get, etc. Very often they show the teacher just what needs to be taught and how to teach it. Common words, the pronunciation or spelling of which the children do not know, continually come up for development, and can thus be taught under the most favorable circumstances.

After eight or nine months in school, with this work carried on from day to day, the children will be able to write letters,

original descriptions of objects, imaginary stories from pictures, reproductions of stories related and conversations heard, etc., making use of abbreviations, contractions, and all the punctuation marks.

In the foregoing has been given a mere outline of what may be done with written language in the early stages of the work. It is impossible, in this place, to do more; but the serious teacher will not be at a loss in finding original matter and methods, to develop this most interesting and valuable part of elementary instruction.

PREFIXES AND SUFFIXES.

PREFIXES.

A prefix is a syllable placed at the beginning of a word to modify the meaning. Examples: *un* in unruly, unripe; *inter* in interlace, interline.

A, *on, in, toward, at*: ashore, asleep, abaft, afar.

A, ab, abs, *from, away*: aversion, avoid, ablution, abstain.

A, ad, ac, af, ag, al, an, ap, ar, as, at, to: aspire, adequate, accede, affix, aggression, ally, annex, append, arrogate, assign, attest.

Ante, *before*: anteroom, antedate, antediluvian, antemundane.

Anti, ant, *against, opposite*: antichrist, antagonize, antarctic.

Be, *to make*: bedim, becalm, bemoan, befriend.

Circum, *around*: circumvent, circumscribe, circumlocution.

Con, co, cog, col, com, cor, *together, with*: connect, cohere, cognate, colloquy, commerce, correspondent.

Contra, counter, *against*: contravene, contradict, counteract.

De, *down, from*: deject, depend, depart, defer.

Dis, *to take from, away, off, or out*; *not*: discamp, disclose, disburden, dislodge; dishonorable.

Dis, di, dif, apart : disjoint, distend, digress, diverge, diffract, differ.

En, in, into, on : endanger, enact, enchain.

En, em, im, to make, to give : endear, enforce, embellish, embody, impoverish.

Ex, e, ef, out, out of : explain, expel, erase, erupt, effluent, effusion.

Extra, beyond : extraordinary, extratropical, extravagant.

For, not, or expresses loss : forbid, forbear, fordo, forsake.

Fore, before : forebode, foreordain, foretaste.

In, ig, il, im, ir, in, into, on, upon ; not : inhale, inert, ignore, illumine, illude, imprison, immoderate, imprint, irrigate, irregular.

Inter, between, among : interline, intercellular, intersperse.

Intro, within : introvert, introduce, introspection.

Mis, wrong, wrongly : misstate, misapply, misconduct, mishap.

Ob, oc, of, op, in the way, against, out of : obstacle, object, obviate, occasion, offend, opponent.

Over, above, over, too much, beyond : overlay, overload, overflow, overlarge, overreach.

Per, through, throughout : perforate, perpetual, pellucid (*pel = per*).

Post, after : posthumous, postscript, postpone.

Pre, before : preface, prefer, prejudge, prescient.

Pro, for, forward, forth, out : pronoun, propel, proclaim, project.

Re, again, back, anew : reparse, reappear, return, recline, remake.

Retro, back, backward : retrocede, retrograde, retrovert.

Se, sed : secede, seclude, sedition.

Semi, half : semicircle, semiannual, semilunar, semitone.

Sub, suc, suf, sup, sus, under, up : submarine, succeed, suffer, support, sustain.

Super, sur, above, over, upon : superscribe, supervisor, superfine, surfeit, survey, surmount.

Syn, sy, syl, sym, together, with : synonymous, system, syllable, sympathy.

Trans, tra, across, over, beyond, through : transfer, transmit, transcendent, translucent, transalpine, traduce, traffic.

Un, to reverse the act of, not : unpin, unfold, unseal, unactive.

Under, beneath, less than : undergraduate, underbid, undersell.

With, from, against : withhold, withdraw, withstand, withsay.

SUFFIXES.

A suffix is a syllable placed at the end of a word to modify the meaning. Examples : *er* in buyer, destroyer ; *ish* in boyish, clannish.

Able, ible, may or can be, worthy, fit : inhabitable, lamentable, exhaustible, edible.

Aceous, consisting of, resembling : foliaceous, herbaceous, farinaceous.

Al, eal, relating to, befitting : floral, serial, filial, funereal, corporeal.

An, ian, ean, belonging, relating, or pertaining to ; one who : sylvan, urban, agrarian, Christian, European ; partisan, plebeian, historian.

Ance, ancy, ence, ency, state of being : vigilance, resemblance, buoyancy, vagrancy, innocence, independence, fluency, proficiency.

Ant, ent, one who, the thing that ; being : pedant, mendicant, pageant, pennant, president, incident ; verdant, dissonant, confident, evident.

Ar, er, or, one who, the thing that : beggar, exemplar, publisher, rejoinder, donor, ventilator.

Ar, in the form of, like, relating to, having : oracular, circular, polar, muscular.

Ard, one who : sluggard, drunkard, dastard.

Ary, one who, the place where, the thing that ; belonging, relating, or pertaining to : lapidary, diary, luminary ; capillary, legendary, literary.

Ate, one who, the thing that ; having, being ; to make, give, put, or take : delegate, mandate ; aculeate, roseate ; desiccate, abdicate, implicate, eradicate.

Cle, little, small : icicle, particle, manicle, canticle, pellicle.

Dom, the place where, state of being : kingdom, earldom, martyrdom.

En, made of, to make : wooden, leaden ; sadden, harden.

Ery, the place where, the act or art of, the thing that : fernery, sorcery, archery, discovery.

Ful, *full of*: beautiful, careful, graceful, dutiful.

Fy, *to make*: beautify, purify, vivify, stultify.

Hood, *the state of*: manhood, womanhood, knighthood, parenthood.

Ic, **ical**, *of, pertaining to, like*: comic, Platonic, practical, physical.

Ile, *of, belonging to, may or can be, easily*: fertile, juvenile, volatile.

Ine, *of, belonging to*: feline, alkaline, divine, feminine, pristin.

Ion, *the act of, state of being*: diversion, reversion, precision.

Ise, **ize**, *to make, to give*: criticise, enfranchise, solemnize, civilize.

Ish, *somewhat, belonging to, like*: greenish, Polish, foolish.

Ist, *one who*: botanist, cartoonist, druggist.

Ity, **ty**, *being, state of being*: consanguinity, captivity, debility.

Ive, *one who; having power, -ing*: native, captive; inventive, adhesive.

Less, *without*: painless, stainless, powerless, fruitless.

Like, **ly**, *resembling, like*: godlike, starlike, flowerlike, manly, princely.

Ling, *little, young*: darling, gosling, lordling.

Ment, *state of being, thing that, act of*: excitement, acquirement, government.

Ness, *a being, state of being*: goodness, freshness, aptness.

Ory, *the place where, the thing that ; of, belonging, or relating to, -ing*: factory, accessory, dormitory ; compulsory, exclamatory, valedictory.

Ose, ous, eous, ious, *full of*: verbose, morose, prosperous, aqueous, duteous, nefarious, censorious.

Ship, *office of, state of*: ladyship, friendship, authorship, clerkship.

Some, *somewhat, full of*: gladsome, frolicsome, wearisome, tiresome.

Tude, *being, state of being*: fortitude, servitude, similitude, altitude.

Ule, *little*: globule, animalcule, nodule.

Ward, *in the direction of, looking toward*: backward, eastward.

Y, *the being, state of being ; full of, consisting of, made of*: mastery, modesty ; bloody, rocky, dowy.

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